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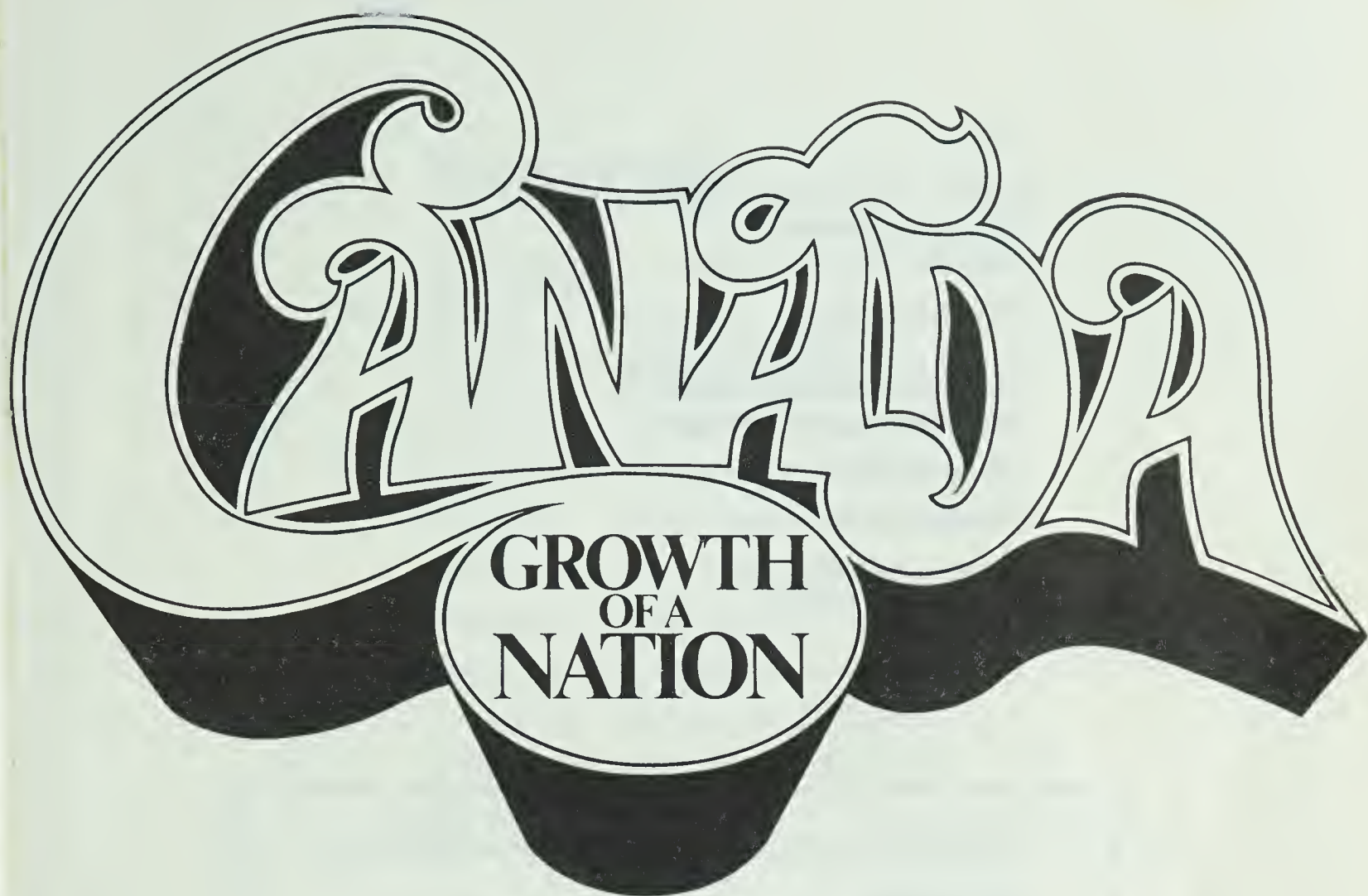
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TEACHER'S MANUAL

Anne Carlile
Stan Garrod
Fred McFadden
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Fitzhenry & Whiteside Limited

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Introduction

Canada: Growth of a Nation is a controlled reading level, high interest social studies text, covering the history of Canada from the beginning of human settlement to the start of the twentieth century. It is a survey text, covering all of the major themes in Canada's history during this period at an introductory level, suitable for students who have had little or no prior exposure to the study of Canadian history.

Canada: Growth of a Nation employs a variety of proven instructional-design features to ensure maximum student learning of the content presented.

Philosophy

The authors of *Canada: Growth of a Nation* have sought to create a text that can be used in a wide variety of Canadian social studies and history classes. They recognize that some of the teachers using the book will be Social Studies specialists, with a background in Canadian History, while others will be generalists faced with the real and pressing task of covering a prescribed curriculum. In light of this, *Canada: Growth of a Nation* has been written with the non-specialist teacher in mind, presenting a simple, coherent, narrative approach, chronologically sequenced, to the study of Canada's past.

At the same time, the authors hold personal commitments to the use of inquiry methods and the development of critical skills, as essential aspects of the teaching and learning of history. Throughout the text, numerous original documents and other source materials have been included; these can form the basis of many inquiry activities. To the same end, the authors have included a number of research activities in the "Questions" section at the end of each chapter. Discussion questions included in the same section foster critical thinking skills. Further suggestions for inquiry activities and the examination of parallel themes in the local history are included in this Teacher's Manual.

Another important goal of the authors of *Canada: Growth of a Nation* was to avoid the ethnic and regional biases that have often marred Canadian history texts. The tendency to see the English as "winners" and the French as "losers" has left a bitter legacy of animosity in our society. It has also served to obscure the very real contributions that other ethnic groups have made to Canada's history. At the same time, however, *Canada: Growth of a Nation* is not an advocacy text in which the importance of certain minorities is overdeveloped in order to redress real or imagined wrongs in the past. In a survey text

such as this, only a broad view of the part all ethnic groups and regions have played in Canada's history can be presented.

Finally, the authors of *Canada: Growth of a Nation* believe that the study of Canada's history can be fun. The text includes some of the lighter aspects of Canada's past, and makes use of poetry, cartoons, newspapers and photographs to provide insights into what Canadians experienced and felt long ago. To reinforce this fun side of Canadian history, a section of creative activities has been included at the end of each chapter.


The Organization of the Text

Careful attention has been paid to classroom-tested findings of educational psychologist in the design of *Canada: Growth of a Nation*. Key instructional and organizational features of the text include:

- The Picture Galleries
- Two-page spread
- Advance organizers
- Biocards
- Timelines
- Multi-level activities
- Glossary

Here is a brief summary of the important characteristics of these key elements of *Canada: Growth of a Nation*, and the rationale for their inclusion in the text.

1. The Picture Galleries

Two picture galleries have been included with *Canada: Growth of a Nation*. The first, a series of early colour paintings, appears at the front of the text. These paintings, chosen for their historic content and artistic importance, are cross-referenced to the text through the use of the Picture Gallery symbol  which appears at the top of the righthand page of appropriate two-page spreads. The second picture gallery section is a series of historic photographs showing many aspects of Canadian life at the end of the nineteenth century, and appears at the end of the text.

In addition, each two-page spread includes approximately 40% visual content. These pictures have been included to provide a high level of visual stimulation for young readers and students with poorly developed reading skills. At the same time, the pictures are themselves key sources of data about Canadian life at various times in our history, as well as being means of attracting and holding the student's attention.

* These pictures can be used as sources of data for the examination of:

a) The social and cultural lives of the people and period of time being examined. Topics raised might include:

- clothing styles
- housing
- transportation
- economic activities
- arts and crafts
- sports and recreation

b) Change over time in the social and economic activities of Canadians or in the landscapes in which they lived.

c) Bias and point of view in history, through consideration of what an artist includes or leaves out in a drawing or painting.

Pictures can also be used very effectively as motivators or as sources of information for creative activities such as story-writing, poetry, role-playing, or dramatization.

2. The Two-Page Spread

The text of *Canada: Growth of a Nation* is divided into a series of two-page spreads. No reading passage in the text is longer than two facing pages. This feature permits each lesson to be developed around a single, unified theme, with the students having in front of them all the essential information for the lesson in the text of the spread, the timelines, the pictures, the maps and graphs, and the documentary sources that accompany each spread.

The psychological rationale behind the two-page spread approach rests on research which demonstrates that requiring students to read and digest long textual passages may overload their cognitive processes, and interfere with learning and retention. Poor readers often have difficulty remembering what they read on the preceding pages, causing them to spend time turning back to previously read material. The two-page spread eliminates much of this interference and time-wasting turning.

Beyond this, the two-page spread approach provides an additional means by which the teachers and students can organize their work. It gives study a regularity which helps students gain confidence and a sense of accomplishment as each spread, graphically set off as a learning unit, is mastered.

Each spread should be introduced with a brief lecture or set of instructions providing an overview of the topic to be examined. After students have finished reading a given spread, they should move directly to application and extension of activities based on the topic examined in the spread. A brief evaluation

discussion and review session should follow. Lesson suggestions for each chapter and spread-by-spread activities and questions are included later in this manual.

3. The Advance Organizer

The Advance Organizers are one of the most important features of *Canada: Growth of a Nation*. They are based on the work of the noted educational psychologist David Ausubel, who has shown that learning of unfamiliar information is greatly enhanced when the key concepts and organizational framework of the material to be learned are presented in advance. To amplify this proven technique, comic-strip style visuals have been created to illustrate the main ideas of each chapter. The work of other educational psychologists has shown that such illustrations can increase motivation, participation and comprehension in students of average and below-average reading ability.

→ It is suggested that teachers using *Canada: Growth of a Nation* should go through the advance organizer with the entire class before beginning each new chapter. This process should be repeated in a summary upon completing the chapter. During the first use of the advance organizer, the teacher and class should go through the word lists which accompany it in order to define and develop any new vocabulary or concepts which are essential to the chapter which follows. Concept definition, whenever possible, should be related to the children's own experiences and to events in local and contemporary history. Suggestions for concept introduction appear chapter-by-chapter.

4 The Biocards

Knowledge of the lives of the men and women who played important roles in Canadian history helps the subject come alive for many children. Unfortunately, lengthy biographical passages in school history books can interrupt the smooth flow of narrative, especially for poor readers. To avoid this problem, the authors of *Canada: Growth of a Nation* have introduced the "biocard", modelled on the sports cards with which every school child is familiar. Only the highlights of the person's life and significant contribution to the history of Canada are given, usually with a small portrait.

Students using *Canada: Growth of a Nation* should be encouraged to make their own biocards for important figures in Canadian history who are not featured in the text's set of biocards. The series of brief biographies published by Fitzhenry & Whiteside — THE CANADIANS — is an excellent source for student-prepared biocards.

5. Timelines

Intermediate level history students will have a poor grasp of the concept of chronology, especially when long periods of time are involved. To aid in the acquisition of a sense of time in Canada's history, a small timeline is included with nearly every two-page spread in *Canada: Growth of a Nation*. These timelines should be supplemented by the use of larger scale timelines on which to record the dates of key events discussed in each chapter. Reinforcement of chronology skills can be provided by having students make family and personal timelines and timelines for local historical events paralleling those described in the text.

6. Multi-level Activities and Evaluation

One of the greatest criticisms of history instruction in Canada has been that evaluation has focused almost exclusively on the recall of factual information, usually in the form of names and dates. Today, teachers in many parts of Canada are increasingly being asked to use developmental and evaluative activities that embrace all levels of cognitive operations, not just factual recall questions. To help teachers with this task, four types of evaluative activities have been included in the "Questions" section that follows each chapter. They are:

- a) "Can you recall?" These are questions to which factual recall answers can be found by reading the text itself. It is suggested that these questions may be asked in review activities following individual lessons or upon completion of a chapter.
- b) "Ideas for discussion." These include questions, problems, and topics for discussion or debate that require students to show understanding beyond simple recall, usually asking that they relate what has been learned from the chapter just read to the contents of other chapters, to current issues and events.
- c) "Do some research." Here the students are presented with topics or problems based on issues introduced in the chapter but which require them to go to the school library or other outside sources for information. These activities require students to operate at analytic or critical levels of thinking. Other research tasks, described in the Teacher's Manual, have been designed to make use of the GROWTH OF A NATION booklets and the study prints which form the total GROWTH OF A NATION Canadian history study program.

d) "Be creative." These tasks require students to work at the synthesis level, expressing their creativity in a variety of media and modes, including:

- 1) Creative Writing
- 2) Drawing Pictures and Murals
- 3) Music and Dance
- 4) Role-playing and Dramatization
- 5) Model and Display Making

Teachers are encouraged to make use of the full spectrum of suggested activities in teaching each chapter of *Canada: Growth of a Nation*. Many of these activities lend themselves well to individualized or small group instruction and are appropriate to use in station studies or on job cards.

Correlation between *Canada: Growth of a Nation* and other Fitzhenry and Whiteside Canadian Studies materials.

Canada: Growth of a Nation is more than an individual Canadian history text; it is the core of a comprehensive Canadian Studies program that includes bright, colourful study prints, inquiry-based case studies, biographies, and community and environmental studies material. The following chart shows how each chapter of *Canada: Growth of a Nation* correlates with these other Canadian Studies materials, also published by Fitzhenry and Whiteside.

related to current issues & events

<i>Canada: Growth of a Nation</i>	Study Print Programs	GROWTH OF A NATION books	THE CANADIANS	INSIDE COMMUNITIES
Chapter 1 The First Canadians	<i>Early Indian Cultures of</i>	<i>The North</i>	<i>Crowfoot Poundmaker</i>	<i>Indians of the Northwest Coast</i>
Chapter 2 Exploration	<i>Voyages of Discovery</i>	<i>Voyages of Discovery, Explorers, The North</i>	<i>Samuel de Champlain</i>	<i>The Navigators</i>
Chapter 3 Eastern Settlement	<i>Life in Early North America</i>	<i>Life in Acadia, Life in New France, Building a New Life, In the Pioneer Home</i>	<i>Samuel de Champlain</i>	<i>An Industrial Community</i>
Chapter 4 Conflict		<i>Life in Acadia</i>	<i>Joseph Brant</i>	
Chapter 5 Life in a New Land	<i>Life in Early North America</i>	<i>Life of the Loyalists, Building a New Life, In the Pioneer Home</i>	<i>Elizabeth Simcoe, Laura Secord, Joseph Brant</i>	
Chapter 6 Conflict II		<i>Confederation</i>	<i>Laura Secord, Egerton Ryerson, Louis-Joseph Papineau, Samuel Cunard</i>	
Chapter 7 Expansion	<i>Growth of a Nation</i>	<i>Settlement of the West, Gold Rush, Fur Trade, The North</i>	<i>William Hamilton Merritt, Casimir Gzowski, David Thompson, Alexander Mackenzie, Catherine Schubert, Mathew Baillie Begbie, James Douglas</i>	
Chapter 8 Confederation		<i>Confederation</i>	<i>John A. Macdonald, Joseph Howe, George Brown</i>	
Chapter 9 Joining the Pieces	<i>Growth of a Nation</i>	<i>North-West Mounted Police, Building the Railway, Settlement of the West</i>	<i>Poundmaker, Crowfoot, Louis Riel, Gabriel Dumont, Sam Steele, Jerry Potts, William Van Horne</i>	
Chapter 10 Turn of the Century		<i>Settlement of the West</i>	<i>Wilfrid Laurier, Sam Steele, Hart Massey, Emily Stowe, Lucy Maud Montgomery, Alexander Graham Bell, Marion Hillard, Emily Carr, Tom Longboat, Nellie McClung</i>	<i>An Industrial Community</i>

Chapter 1

The First Canadians

The Natives

Overview

In this chapter, students are presented with a brief description of the six major native Canadian cultures, as they existed prior to settlement of their lands by Europeans. Native peoples are the sole focus of this chapter because of the chronological structure of the text, rather than because of any attempt to set them aside from the mainstream of Canadian history. It is beyond the scope of this book to examine the lives and circumstances of Canada's native people today. Teachers may, however, wish to have students extend the study in this chapter to the present through research projects or local studies activities, contrasting past and present native ways of life. In the other chapters of *Canada: Growth of a Nation*, native people are discussed as they play a part in or are affected by events in the period under examination.

Five of the six cultures presented in this chapter developed and flourished prior to the arrival of Europeans in North America. The sixth, the Plains Indians, was to a significant extent the product of the introduction of horses and guns to North America by Europeans. These innovations, grafted onto an indigenous culture, produced a powerful though short-lived cultural hybrid.

The stress in this chapter is placed on the distinctive ways of life, or cultures, developed by Canada's native peoples before the coming of the Europeans. The descriptions are necessarily brief because the rich and diverse cultures of Canada's native peoples require many volumes, not one brief chapter, to do them justice.

A key objective of this chapter is that the students must recognize that there was no single Indian culture in Canada prior to European arrival. To achieve this objective, students should compare and contrast the basic cultural elements — food, clothing, shelter, transportation etc. — across all six groups. Students should come to know and respect the rich diversity and individuality of the various groups studied. The teacher should work to ensure that the Hollywood stereotype of the Plains Indian as the only real Indian is not only avoided but shown to be inaccurate.

It is suggested that teachers may have the class undertake a research study of native peoples who live or have lived in the local area while working through this chapter. It may be useful to continue the study to reflect changes in the local native peoples' lives during each of the time periods that follow this chapter.

A second suggestion for focussing on Canada's native people in the other chapters of *Canada:*

Growth of a Nation is to have students attempt to examine and discuss the events presented as they would have appeared to and have affected Canada's native peoples.

Key Concepts

- **Culture** Each of Canada's major native groups had a distinctive way of life, called a culture, quite different from other cultures.

- **Diversity** There were many different cultures among Canada's native peoples.

- **Environment** The various native groups lived in very different regions and surroundings, some in the Arctic, some in the forests, some on the Plains. A group's particular surroundings formed its environment.

- **Nomadic** Many native groups had no permanent homes. Instead, they were nomadic, wandering from place to place in search of food.

- **Adaptation** The native cultures were shaped by their environment. If a group lived near water, its members ate fish; if they lived in the forest, they learned to use wood in many different ways. In other words, they adapted their ways of life to make the best use of their surroundings.

- **Change** The arrival of Europeans and the sudden introduction of European culture to North America brought about many changes in the lives of Canada's native peoples.

Learning Objectives

Prior to the arrival of the Europeans, there were five major native cultural groups living in what is now Canada.

- A sixth cultural group, the Plains Indians, developed after the Europeans brought horses and guns to North America.

- Each of these groups developed a way of life that was different from those of other native groups.

- The arrival of Europeans marked the beginning of a great disruption of these traditional ways of life.

Vocabulary Development

The following words are found in the word list on page 19 of *Canada: Growth of a Nation*:

<i>confederacy</i>	<i>legend</i>	<i>tradition</i>
<i>council</i>	<i>nomad</i>	<i>trait</i>
<i>culture</i>	<i>permafrost</i>	<i>tundra</i>
<i>Ice Age</i>	<i>potlatch</i>	<i>warrior</i>

You may wish to have the students write definitions for these words in their notebooks or personal Social Studies dictionaries. Students should be able to write sentences using these words and where possible, give a synonym for each word.

Another possible vocabulary development activity associated with this chapter is to have students learn the native Canadian origins of words in common use today. Words of native Canadian origin that children should be familiar with include:

wigwam, tipi, kayak, toboggan, igloo, ookpik, malamute, mukluk.

Place names in Canada are also often of native Canadian origin. Each of the following places has a native Canadian name:

Quebec, Manitoba, Toronto, Saskatchewan, Winnipeg, Ontario, Saskatoon, Quebec, Kamloops, Ottawa.

Have students research the origins of each of these place names and report on their findings. Students may also be asked to look at the atlas to find other place names which they think may be of native Canadian origin, then check their findings with an encyclopedia or book of Canadian place names. Have students draw their own cartoons to illustrate the meanings of the names, where appropriate.

Getting Started

The organization of Chapter 1, as presented in the Advance Organizer on pages 18 and 19, lends itself to being taught as eight topics. Each topic may be the subject of one or more lessons:

1. The first immigrants to North America
2. Indians of the Northwest Coast
3. The Plateau Indians
4. The Plains Indians
5. People of the Arctic — the Inuit
6. The Indians of the Sub-Arctic
7. Eastern Woodlands Indians
8. The coming of the Europeans — impact on native peoples

* It is useful to start by pretesting the class's knowledge of Canada's native peoples. The pretest, which may be formal or informal, should include

both knowledge and attitudinal questions. A good informal approach to pretesting is brainstorming, during which students respond to an open-minded question such as "What is an Indian?" "Let's find out what we know about Indians and Inuit." Student responses should be recorded at the time of the brainstorming session and referred back to during the unit on Native Peoples. Responses during the brainstorming session should be treated as hypotheses to be tested during the course of the unit.



Developmental Activities:

Here are some activities that you may wish to have students work on throughout the unit The First Canadians.

- Create a class anthology of favourite Indian stories and legends of each culture as it is studied. Then, have students select one or two favourites from each culture. Students can write out or type the stories and illustrate them in booklets to be shared with parents, possibly at a student production in which one or more Indian stories are acted out in mime, creative dance or dramatization.

- Create a giant wall chart with six horizontal rows for the six native cultures in this unit. At the end of the unit, have the students compare and contrast the six cultures to find any patterns of similarity or difference that may exist. This is a good way to emphasize the diversity among Canada's native cultures.

- Have students use an overhead or opaque projector to make a very large wall map of Canada on white butcher paper. As each culture is studied, have students draw in scenes from the lives of the native people being studied on the part of Canada where they lived. When the unit is complete you will have a large map mural of Canada's native cultures.

Evaluation

- The "Can you recall" and "Ideas for discussion" questions on page 29 can be used as a chapter test. Teachers may wish to give the chapter test as a time-limited open-book test. Of course, the questions may be used for informal, verbal testing as well.

- The "Do Some Research" and "Be Creative" activities on page 49 may be used as culminating activities comparing several or all native cultures, or as activities to accompany the study of individual cultures as you work through the text.



Advance Organizer (18-19)

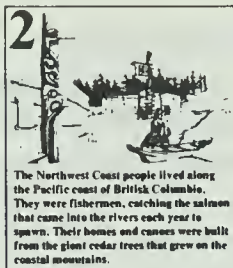
The First Canadians ADVANCE ORGANIZER

Word List
confederacy legend tradition
council nomad trail
culture permafrost tundra
Ice Age potlatch warrior

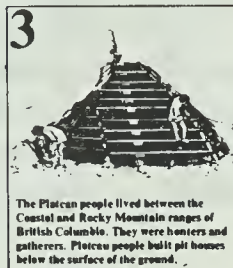


1 The first inhabitants of the land we call Canada came from Asia many thousands of years ago. Over time, they occupied nearly all of North and South America. We call these firstcomers *native people*. They are also called *Indians*, because early explorers to reach the Americas thought they had found India. There were many different groups of native people in North America before

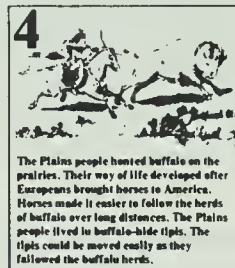
European settlers arrived. Each group had a distinctive way of life. We call this way of life a *culture*. Before the Europeans came, there were six main native cultures in what is now Canada. Each group had its own way of obtaining food, its own style of clothing, distinct types of houses, its own language and religion.



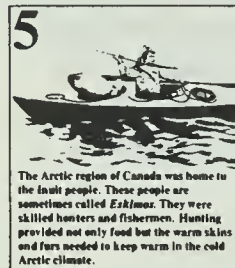
2 The Northwest Coast people lived along the Pacific coast of British Columbia. They were fishermen, catching the salmon that came into the rivers each year to spawn. Their homes and canoes were built from the giant cedar trees that grew on the coastal mountains.



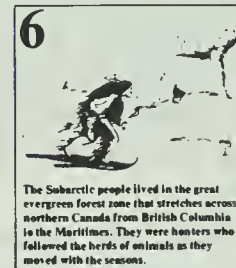
3 The Plateau people lived between the Coastal and Rocky Mountain ranges of British Columbia. They were hunters and gatherers. Plateau people built pit houses below the surface of the ground.



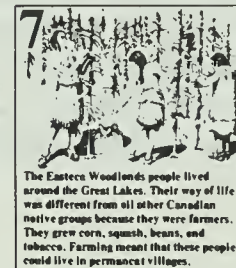
4 The Plains people hunted buffalo on the prairies. Their way of life developed after Europeans brought horses to America. Horses made it easier to follow the herds of buffalo over long distances. The Plains people lived in buffalo-hide tipis. The tipis could be moved easily as they followed the buffalo herds.



5 The Arctic region of Canada was home to the Inuit people. These people are sometimes called *Eskimos*. They were skilled hunters and fishermen. Hunting provided not only food but the warm skins and furs needed to keep warm in the cold Arctic climate.



6 The Subarctic people lived in the great evergreen forest zone that stretches across northern Canada from British Columbia to the Maritimes. They were hunters who followed the herds of animals as they moved with the seasons.



7 The Eastern Woodlands people lived around the Great Lakes. Their way of life was different from all other Canadian native groups because they were farmers. They grew corn, squash, beans, and tobacco. Farming meant that these people could live in permanent villages.



8 These were the native people who met the first Europeans who came to Canada. From them the Europeans obtained food and furs in trade. The native people taught the newcomers the skills needed to survive in Canada. In return, the Europeans gave the natives new tools and weapons. The influence of the new European culture changed the native ways of life.

10 THE FIRST CANADIANS

ADVANCE ORGANIZER 19

- Why are the native people sometimes called Indians?
- What is culture?
- Name Canada's six native cultures.
- Were the people of the Northwest Coast farmers? What did they eat?
- What sort of houses did the Plateau people build?
- Why did the Plains Indians' culture develop only after the Europeans brought horses to North America?
- The Arctic region of Canada was home to which people?
- Which people lived in the northern forests?
- In what special way was Eastern Woodlands culture different from all others?
- In what ways did the arrival of Europeans affect the native people?

Introduction (20-21)

1. About how long ago did the first people arrive in North America?
2. Who were the first North Americans? How did they get here?
3. Why were the native peoples of North America called Indians?

4. Name the six major native cultures that lived in Canada.
5. Find out about Ice Ages. What causes them? How long do they last?
6. Use your atlas or classroom globe to find the route from Siberia to Alaska across the Bering Sea. How wide is that body of water?
7. Write a story about nomadic hunters following a herd of giant bison or mammoths across the Bering land bridge.

* The Northwest Coast (22-23)

1. Why do such heavy forests grow on Canada's west coast?
2. Name three types of trees that grow there.
3. What animals live in the ocean waters and the forests of Canada's Pacific coast?
4. Prepare an illustrated report on the Pacific Salmon.
5. Look at the photograph on page 22. Where would you build a home or village in this area? Explain your reasons for your choice.

Village Life (24-25)

1. Where were Northwest Coast Indian villages located?
2. How many houses would you find in a Northwest Coast Indian village?
3. How many people might live in a single house?
4. Describe two forms of wealth a Northwest Coast Indian could hold.
5. Why were potlatches important to the Northwest Coast Indians?
6. Find out more about Northwest Coast Indian villages. Make a model of a Northwest Coast Indian village in your classroom.
7. How is a Northwest Coast Indian potlatch similar to a christening, wedding, or birthday in our culture? Discuss your answers with your classmates.
8. Draw a picture or mural of the scene described in the first three paragraphs on page 24.

Cedar (26-27)

1. Which was the most important tree in the Northwest Coast forests? Why?
2. Name five different ways cedar was used by the Northwest Coast Indians.
3. How long were Nootka and Haida canoes?
4. How were cedar boxes used in cooking food?
5. Go to a lumber yard and ask for a piece of cedar. Use a knife or chisel to try to split the wood into planks. How easily does the wood split? Try carving a paddle or other object out of the cedar. Does it carve easily?
6. Find out how the Northwest Coast Indians made dugout canoes. Prepare an illustrated report or display showing the steps in the making of a dugout canoe.
7. Northwest Coast Indian artists are considered to be among the world's best. Look at the pictures of the carvings on pages 26-27. Do you agree? Explain your answer.

Life from the Sea (28-29)

1. Name three fish that the Northwest Coast Indians caught.
2. Name two shellfish eaten by the Northwest Coast Indians.
3. Name two sea mammals hunted by the Northwest Coast Indians.
4. How were good fishing or hunting trips celebrated?
5. Prepare a wall chart showing the life cycle of a Pacific coast salmon such as the sockeye or Coho.
6. The Northwest Coast Indians treated the spirit world with respect. How did this affect the way they acted in their daily life?
7. Reread the section on Northwest Coast Indian religion. Discuss the way the Indians treated their salmon streams. Compare this with the way we treat our streams and rivers today. Can you explain the difference?
8. Read a Northwest Coast Indian legend or story and dramatize it.

*** The Plateau (30-31)**

1. How does the Plateau differ from the environment of the Northwest Coast?
2. Name three rivers that flow through the Plateau.
3. Name four foods obtained by the Plateau people.
4. What types of houses did the Plateau people live in?
5. Why did their summer houses need to be easily moved?
6. What did the Plateau Indians use for cooking pots?
7. As many as 30 people might live in a pit house on the Plateau. What problems might arise from having people living close together like that? How would life in a pit house differ from life in our homes today?
8. Use graph paper to make designs like those the Plateau Indians made to decorate their baskets.
9. Use your atlas to draw a sketch map of the Plateau region of British Columbia. Be sure to include and label these rivers: Fraser River, Columbia River, Thompson River.

The Plains (32-33)

1. Name four animals hunted on the prairies or great plains.
2. Which was the most important animal hunted here?
3. How were buffalo hunted before horses were introduced?
4. When did horses reach the great plains?
5. Write a story about a Plains Indian buffalo hunt before the introduction of horses.
6. Write a story about a Plains Indian seeing a horse for the first time. Try to write it from the Indian's point of view. Remember, you have never seen an animal being ridden by a person.
7. Locate the prairies and great plains on a map of North America. If possible, use a relief map. What does the land in this part of North America look like?

Changes on the Plains (34-35)

1. Name three ways the horse changed Plains Indian life.
2. How did the buffalo hunters move with the seasons?
3. How did guns change Plains Indian life?
4. Why were Plains Indian villages movable?
5. Your text calls the buffalo a "supermarket on hooves". Do you think this is a good description of the buffalo? Explain your answer.
6. Look at the picture of the Blackfoot warrior's robe on page 34. The pictures on the robe tell the story of a battle or hunt. Look closely at the pictures on the robe. Then, write the story you think the pictures tell.

The Arctic (36-37)

1. What is the name given to Canada's far northern region?
2. Give another name for the native peoples of the Arctic.
3. Name three forms of transportation used in the Arctic.
4. What foods did the people of the Arctic eat?
5. Why was clothing an important part of Inuit culture?

6. Find out how the Inuit hunted seals and walruses. Make a picture display showing a seal hunt. Include pictures of the weapons and tools used by an Inuit hunter.
7. The people of Canada's north do not like to be called Eskimoes. They prefer to be called Inuit. Can you explain why?
8. Find the Canadian Arctic on a map or globe. What landform is most common in this area?
9. Find a map showing mean winter temperatures in Canada. What is the mean winter temperature in the Arctic? How will this affect life there?

The Subarctic (38-39)

1. Describe briefly the environment of Canada's subarctic.
2. Name two animals the Indians of the Subarctic hunted.
3. The Indians of the Subarctic had to keep moving on. Do you know why?
4. Why were things made of bark so important to the Indians of the Subarctic?
5. Compare summer and winter means of transportation among the Indians of the Subarctic.
6. The Indians of the Subarctic lived in the largest region of any of Canada's native groups. The numbers of the Subarctic Indians were relatively small, in view of the large area in which they lived. Suggest some reasons why more people could not live there.
7. Write a story about the Indian camp shown in the painting on page 39 of your text.

The Ojibwa and the Beothuks (40-41)

1. Describe the activities of the Ojibwa in each of the four seasons.
2. Describe four times when the Ojibwa held celebrations.
3. Why were the Beothuks called "Red Indians?"
4. What happened to the Beothuks?
5. Name five articles of clothing the Ojibwa made from deer and other skins.
6. Find out about Shanawdithit and make a report on her life as the last Beothuk.
7. Do you think the Europeans were right in hunting and killing the Beothuks? Give your reasons.
8. Using your atlas and an outline map of Canada, draw in the areas where the Ojibwa and Beothuks lived.

The Eastern Woodlands (42-43)

1. Name the “three sisters” of the Indians of the Eastern Woodlands.
2. What language did the Indians of the Eastern Woodlands speak?
3. Why would there be only men and young boys in an Iroquois village during the summer?
4. Describe an Iroquois longhouse.
5. Find a drawing of an Iroquois longhouse. Use the drawing to make a model of a longhouse.
6. The Indians of the Eastern Woodlands were different from all other native groups in Canada because they were farmers. How did farming make their way of life different from other groups?

Farming (44-45)

1. Name two crops the Indians of the Eastern Woodlands grew besides squash, corn and beans.
2. What was each of these crops used for?
3. How did the Indians of the Eastern Woodlands clear land for farming?
4. Make a chart showing the changing activities of the Indians of the Eastern Woodlands over the four seasons.
5. Name a sport still played today that was invented by the Indians of the Eastern Woodlands.
6. Prepare a report on the game of lacrosse. How has it changed since it was first played by the Indians of the Eastern Woodlands?
7. Your text says that farmers have more leisure time than, say, hunters. Discuss whether you think this is true. In your discussion, contrast the way of life of the Eastern Woodland Indians with other native groups you have studied.

The Iroquois Confederacy (46-47)

1. Which was the most powerful group among the Eastern Woodland Indians?
2. Name the five nations that made up the Iroquois Confederacy.
3. Who governed the Iroquois Confederacy?
4. How were the sachem selected?
5. How was an Iroquois marriage arranged?
6. Read about Hiawatha on page 47. Then go to the library and find out more about this Indian leader.

Write a report on his life and the things he did.

7. Look at the picture of the Iroquois warrior on page 46. Does he look fierce? What makes him look fierce?
8. Women were quite powerful in Iroquois society. Yet Iroquois men looked down on women and their work (such as farming). Compare the power of women in our society and the attitude of men toward women with that of the Iroquois.
9. Use graph paper to make wampum belt designs.

Summary and Questions (48-49)

1. Which were the last native people to feel the full impact of European contact?
2. List at least five things the Europeans learned or obtained from Canada's native peoples.
3. List at least five things that have happened to Canada's native people as a result of European contact.
4. List three things that are important goals for native people today.
5. Today Canada's native peoples are growing both in numbers and in pride of their cultures. Suggest some reasons why this is happening despite the impact of the European takeover of North America.



Chapter 2

Exploration

Overview

The first known European voyages across the Atlantic to what is now Canada were made by the Vikings in the tenth and eleventh centuries. Irish legend has it that a monk, St. Brendan, made the crossing earlier in a skin-covered boat, but this has not been proved. The voyages of the Vikings have been confirmed both by the Viking sagas (Chronicles of great events in Norse history), and through archaeological discoveries in Canada. The remains of Viking exploration and settlement have been found at L'Anse aux Meadows, Newfoundland, and in the Canadian arctic. Very recent archaeological work, undertaken since this book was written, has shown extensive evidence of Viking exploration and trade among the islands of Canada's Arctic.

While credit for being the first Europeans to discover Canada must go to the Vikings, the significance of their voyages, considerable sailing feats that they were, should not be overstated. The Vikings were unable to establish permanent settlements in Canada. The reasons for this failure is not fully known. The sagas tell of conflicts between the Vikings and the native people of Canada. Outnumbered by the native people, and possessing little technological advantage in weapons, the Vikings may simply have been driven away as intruders by the Indians. With the exodus of the Vikings, Canada seems to have been forgotten by Europe until the fifteenth century; the Vikings' records of their discoveries rested in the archives of the Vatican in Rome, apparently unread by European geographers and navigators.

In the fifteenth century, European attention again turned westward, toward Canada. As early as the start of that century, fishermen and whalers from Bristol, Brittany and the Basque region may have crossed the Atlantic to the waters off Newfoundland and Nova Scotia. Fish was an important item of everyday diet in Catholic Europe, and the search for bigger catches may have taken the fishermen westward. The evidence for these voyages is sketchy: a note in a letter to John Cabot, archaeological discoveries of Basque tiles in Newfoundland, and early Portuguese efforts to colonize Nova Scotia, are a few of the fragments that suggest that this might have been the case. What is known for certain is that the sailors of Europe were daring the waters of the Atlantic in the late fifteenth century, and that Christopher Columbus, much celebrated in the United

States as the "discoverer" of the "New World" was only one among many European sailors of the time who were braving the largely unknown and uncharted waters of the Atlantic Ocean.

The first European whose voyage of discovery resulted in his nation claiming part of Canada was John Cabot, who reached the shores of Newfoundland in 1497. Cabot claimed the landfall in the name of the king of England. Cabot himself was not an Englishman; like Columbus and many other sea-captains of his time, he was an Italian. The Italian cities of Genoa and Venice were great trading centres. Their fleets dominated trade in the Mediterranean and carried products from southern Europe northward to England, France and other nations on the North Sea coast.

The Portuguese, and sailors from other European nations too, were seeking a safe, cheap route to the riches of India and China — the spices, silks, and other exotic goods so much in demand in Europe. After the rise of the Ottoman Empire and as a result of long-standing conflicts between Christians and Muslims, the old overland trade routes to the East became increasingly difficult. The great camel caravans from across the mountains no longer met the ships of Genoese and Venetian traders in Constantinople and the other ports of Asia Minor.

Faced with this problem, the Europeans decided to try to find an all-water route to the Orient. Some, like the Portuguese explorer Vasco da Gama, felt that the best route would be to sail south around Africa, then across the Indian Ocean. Others, such as Columbus and Cabot, thought otherwise; they felt that a shorter route to the Orient could be found by sailing west across the Atlantic.

Vasco da Gama did indeed reach India by sailing around Africa, but before he did so both Columbus and Cabot had sailed west in search of India. They found land on the western side of the Atlantic and were convinced that they had in fact reached the Orient. Columbus was so convinced of this that he called the people he met "Indians," thinking them to be inhabitants of India. Cabot's visit to Newfoundland brought him in contact with the Beothuks whose skin, painted with red ochre, gave to the English language the term "Red Indians" and "Redmen." All because of a case of mistaken identity — Columbus and Cabot had no way of knowing that what they had reached was not Asia but a new continent, unknown to European geographers and map-makers.

Other explorers followed Columbus and Cabot. In a short period of time, the entire eastern coast of North and South America had been claimed by a few nations — England, France, Spain, and Portugal. These explorations demonstrated that the landmass on the other side of the Atlantic was not China or India. The search instead turned to finding a way through or around North America that would permit Europeans to sail west to the Orient. Out of this came the search for the fabled Northwest Passage.

Jacques Cartier's discovery of the St. Lawrence River in 1534 gave rise to hopes that this was the route west through North America but a second voyage the following year showed that there was no route through Canada to China. However, it did result in the beginning of the fur trade, and the growing awareness of the rich natural resources of Canada that would eventually result in the settlement of the land by Europeans. The fur trade and the search for a route to India and China would bring other explorers to Canada. For some, like Martin Frobisher and Henry Hudson, it would end in failure and even death. The Northwest Passage would resist discovery for another 350 years. But it would also draw to Canada people like Samuel de Champlain who would come to settle permanently in this country.

Key Concepts

● **Exploration** For a variety of reasons, men and women have always been curious about the unknown. This has led them — and still leads them — to investigate or explore new areas of knowledge; anything from new lands and space to spiritualism or the sea bed. Anyone who wants to find out for certain about something that is only vaguely known or supposed, is a kind of explorer.

● **Navigation** The explorers who came in search of North America were sailors. Their ships had no electronic equipment, and since no one had gone before them, they had no maps. They had to find their way by the stars and by landmarks, and chart their courses as they went. This required both skill and courage.

● **Trade** Very often, people can not produce all the things they need or would like. People who live in cool climates for example, cannot grow oranges, though they may live near a gold mine and have gold to spare. If the people with the gold and the people with the oranges get together and agree to a swap, they are trading. Throughout history, nations have sent traders to faraway places in search of goods which they want but cannot produce.

● **The Earth is Round** It was once widely believed that the earth was flat, but around the

fifteenth century people began to argue that it was in fact spherical. The navigators of the fifteenth century reasoned that if this was the case, by sailing far enough in any one direction they would eventually return to their starting point. In other words, by sailing west they could reach the East. It was partly to prove this theory that some explorers set out on their voyages.

● **Natural Resources** Some countries have lots of iron or silver in the rocks that make up the land. Others have many rivers and lakes that are rich in fish, or can be dammed to provide electricity, while others have extensive forests which can be cut for timber. All of these useful products, which are a natural result of a country's terrain and climate, are natural resources.

● **Century** One hundred years. We measure history in 100-year units. The years 1 A.D. to 99 A.D. were the first century; 100 A.D. to 199 A.D. the second century and so on. Thus 1400 to 1499 was the fifteenth century, 1500 to 1599 the sixteenth, 1600-1699 the seventeenth, etc.

Learning Objectives

● Many factors — including curiosity, national pride, desire for riches, the search for trading routes and a wish to prove that the earth was a sphere — contributed to European voyages of discovery across the Atlantic to North America.

● The first known voyagers to reach what is now Canada were the Vikings, in the tenth and eleventh centuries.

● Most of the fifteenth and sixteenth century navigators who reached Canada were looking for the Orient.

● They were tempted to stay in Canada because of its rich natural resources (especially furs) and its possibilities for settlement. They were discouraged by the harshness of the winters.

● Samuel de Champlain, a French explorer, founded the first permanent colonies in Canada, at Port Royal and later at Quebec.

Vocabulary Development

The following words are found in the word list which is on page 51 of *Canada: Growth of a Nation*.

banish	merchant	settlement
claim	navigation	settler
colony	route	survivor
control	scurvy	territory

You may wish to have students write definitions for these words in their notebooks or personal social studies dictionaries. Students should be able to write sentences using these words, and wherever possible, should be able to give a synonym for the word as well.

The words in this list can easily be integrated into other classroom activities, such as spelling drills or word games.

After studying the chapter, students should be able to use each word either in an isolated sentence or in a descriptive paragraph dealing with the chapter topic.

Getting Started

It is suggested that the teachers familiarize themselves with the Advance Organizer when planning their approach to this chapter. Each of the numbered boxes in the Advance Organizer can form the basis for at least one lesson. For example, the teaching of this chapter could be divided into nine lessons as follows:

1. Motivations for the voyages of discovery
2. Dangers faced by the sailors who crossed the Atlantic
3. The Vikings
4. Fishermen and the search for cod
5. Columbus and the search for a western route to the Orient
6. Cabot discovers Newfoundland
7. Cartier and the exploration of the St. Lawrence River
8. The search for the Northwest Passage
9. Champlain at Port Royal: first attempt at settlement

This breakdown is only a suggestion, as each of these topics embraces a wealth of information on early exploration and the discovery of Canada. The amount of time devoted to each topic could involve more than one lesson, depending on the availability of other resources, students' interests and the amount of time allotted to social studies instruction. For example, each of the last three suggested lesson topics could easily be expanded to include two or three lessons.

To introduce the topic of exploration and discovery, have the class brainstorm about the questions raised in Box 1 of the Advance Organizer. The basic question is what makes an explorer set out to find new and distant lands. Other questions might include: What made the Vikings and other explorers keep on going even after facing hardships or danger in their first contacts with North America? How do you think Cabot and his crew felt when they saw Newfoundland at the end of the trip across the Atlantic? Why did Cartier return to the St. Lawrence after his first trip in 1534?

Brainstorming on this question may be extended by the addition of closely related modern issues such as undersea and space exploration, or attempts to sail around the world or across oceans in hot air balloons.

Try to have students reflect on their own experiences as explorers and discoverers. This might include questions such as: Have you ever explored a cave or an old abandoned house? How did you feel?

Developmental Activities


- Collect stories about the explorers who set off on voyages of discovery. What were their fears, their hopes, their superstitions? What real dangers did they face? Illustrate the stories you collect. You might like to make a huge class mural entitled "The Perils of Early Exploration." Imagine you are an explorer and write your own story, possibly in the form of a poem.

- Find out about the different types of ships used for the voyages of discovery, and draw or paint them.

- Make a classroom wallchart with six vertical columns as follows:

Explorer	Country from which he sailed	Name of ship(s)	Year of Voyage	Reason for voyage	Discoveries

As each explorer is covered in the text, fill in the appropriate data.

-  ● Prepare a large wall map of the Atlantic ocean and the coasts of Europe and North America. (You can do this by tracing the map onto an acetate sheet for overhead transparencies then project the image with an overhead projector onto a sheet of butcher paper pinned or taped to the wall.) Have students record the routes of the explorers as they are discussed. Students can then copy these routes onto individual maps for inclusion in their notebooks.

Evaluation

- At the end of the chapter, give students a few minutes to review then have them close their books and answer orally the questions on the Advance Organizer provided on page 12 of this manual.
- Should you wish to set a more formal, written

test on this chapter, base your questions on the Learning Objectives on page 17. For example, ask for 100-word answers to each of the following questions:

1. Who were the Vikings, and how do we know they sailed to Canada? Whereabouts did they settle in Canada?
2. Give some reasons for the upsurge of interest in voyages of discovery in the fifteenth century.
3. Why did explorers and traders continue to visit Canada?
4. Describe the activities of Jacques Cartier *or* Samuel de Champlain *or* Henry Hudson.
5. Use the time you have left to explain why an explorer might set off on a voyage of discovery.



Advance Organizer (50-51)

Exploration ADVANCE ORGANIZER

Word List		
banish	merchant	settlement
claim	navigation	settler
colon	route	survivor
control	scoury	territory



1 What makes an explorer set out to find new and distant lands? Curiosity? The promise of fame? The lure of unknown riches? National pride? For all of these reasons men set out on voyages of discovery that led them to Canada.



2 Beginning in the tenth century, ships sailed west from Europe across the vast Atlantic ocean. These ships were made of wood. They were tiny compared to modern ships.



3 When they set out, the first explorers did not know what dangers lay ahead. They had none of the maps or navigation and communication systems that modern seafarers have.



4 In 1497, John Cabot was next to sail west. In 1497, Cabot reached an island off the coast of Canada. He named his landfall Newfoundland and claimed it for the king of England.



5 The first Europeans known to have reached Canada were the Vikings. They sailed west from Iceland and Greenland into the Arctic and along the coast of Canada. The Vikings had settlements in Newfoundland, but did not stay long. We do not know why they left.



6 It is thought that Basque fishermen and whalers came to Newfoundland in the early 1400s. Fishermen from Portugal came to the rich cod-fishing grounds.



7 In the late 1400s, Europeans wanted to find a quick route to the riches of Asia. In 1492, Christopher Columbus sailed west. He found land he claimed for Spain. But it was not Asia: it was an island in the Caribbean.



8 North America was in the way of ships trying to sail west to Asia. Some explorers tried to find a northern route around North America. Martin Frobisher, Henry Hudson and others sailed into Canada's northern waters in search of the Northwest Passage. The ice and cold defeated them.



9 The early attempts to reach Asia had failed. Explorers lost interest in Canada for a time. Then, in 1604, Samuel de Champlain sailed from France to Canada. On the shores of the Bay of Fundy, he founded a small colony. France had begun to settle Canada.



50 EXPLORATION

ADVANCE ORGANIZER 51

- When did ships cross the Atlantic for the first time? Who sailed them?
- Which parts of Canada did the Vikings explore?
- What drew the Portuguese to Newfoundland in the early 1400s?
- Why did Columbus sail west? When he landed he thought he was in Asia. Where in fact was he?
- Who gave Newfoundland its name? When?
- What was the Northwest Passage?
- Where did Jacques Cartier come from?
- Who established the first colony in Canada, on the shores of the Bay of Fundy?

Introduction (52-53)

1. How were the ships of the early explorers powered?
2. In which centuries did Europeans begin to sail across the Atlantic?
3. Compare the early explorers with modern astronauts. How are they similar? How are they different?
4. Which would you rather do: cross the ocean in a small wooden boat or go into space in a rocket? Why?
5. Look at the picture on page 53. Try to find out which of the sea monsters are based on real animals.

The Vikings (54-55))

1. How did the Vikings travel to North America?
2. What name did the Vikings give their settlement in North America?
3. Who was Bjarni?
4. Read the phrase from the Viking saga on page 55. What do you think the poet means? Do you agree?
5. Find out more about the Viking longships. How long were they? How were they made? How were they powered?
6. Find out where L'Anse aux Meadows is in Newfoundland. Then draw or trace a map of Newfoundland. Make symbol for a Viking settlement. Draw it at L'Anse aux Meadows.

Europe in the Age of Exploration (56-57)

1. Name three products Marco Polo told the people of Europe about.
2. The caravan trip from Asia to Europe could take up to three years. Why was this so?
3. What ended the caravan trade from Asia to Europe?

4. Do you think the ordinary people of Europe ate spices and wore silks and jewels? Why?
5. Find a map of Europe in the fifteenth century. Compare it with the map of Europe today. How many countries of modern Europe existed in the fifteenth century?
6. Use your classroom globe and a piece of string to find the approximate distance from Peking to Venice. (Hint: the distance around the equator is approximately 40,000 kilometres.)

European Explorers (58-59)

1. Who probably followed the Viking routes across the Atlantic, reaching North America before Columbus?
2. What were explorers such as da Gama and Columbus trying to find?
3. Who claimed Newfoundland for England in 1497?
4. What did Cabot tell the merchants of Bristol he had found?
5. Why were codfish so important in Europe?
6. Find out about a) Bartholomew Diaz; b) Vasco da Gama. Why was each of these men an important explorer?
7. The Americans still celebrate Christopher Columbus as the "discoverer" of America. Why do you think they do so when we know he was not the first European to reach North America?
8. On a globe, trace the routes of Vasca da Gama, Christopher Columbus and John Cabot.
9. Make a large wall map of the world. Draw in these three explorers' routes on the wall map.

Jacques Cartier (60-61)

1. In what year did Jacques Cartier first reach Canada?
2. For which country did Jacques Cartier claim the Lands along the St. Lawrence River?
3. How far did Jacques Cartier travel up the St. Lawrence?
4. What disease attacked his men during the winter of 1535-36?
5. How was this disease cured?
6. If a party of Indians had invaded Europe and gotten sick, do you think the Europeans would have tried to save them? Give your reasons.
7. Make a sketch map of eastern Canada; a) on it, label the following places: Newfoundland, Prince Edward Island, Gaspé, Hochelaga, Stadacona; b) draw in Cartier's route; c) make symbols for these

events: cross raised at Gaspé, winter at Stadacona, climbs Mont Réal.

The Search for the Northwest Passage (62-63)

1. What kept France and England from using the southern route around the Americas to get to China?
2. Who was Henry Hudson?
3. What was the first ship to go through the Northwest Passage? In what year did it do so?
4. Canada's Arctic waters are very dangerous. The area is very cold, and drifting ice can smash ships. Suggest some reasons why a crew might mutiny on a search for the Northwest Passage? Would you mutiny if you were in Hudson's crew? Why?
5. Play the Search for the Northwest Passage game in *The North* (GROWTH OF A NATION, F&W). Discuss the problems players face in getting through the passage.
6. Prepare a report on Henry Hudson or Martin Frobisher. Present it to the class.
7. Read *The North* (GROWTH OF A NATION, F&W) and prepare a report on the search for the Northwest Passage. Include maps with your research.
8. Role play the mutiny of Hudson's crew and the setting adrift of Hudson.
9. Look at the map of the world on Page 62. Compare it with a modern map. How does it differ? What does this tell you about European knowledge of the world in 1544?
10. Use a piece of string and a classroom globe to find the distance a) between England & Japan; b) around Africa; c) around South America; d) through the Northwest Passage.

Samuel de Champlain (64-65)

1. Name two settlements founded by Champlain.
2. What kept the French from settling in America?
3. Why did Port Royal frustrate the French?
4. Marguerite de Roberval was one of the first European women to come to North America. She was strong and brave. But we hear little about her, much less than about Cartier or Champlain. Suggest some reasons for this.
5. Find out more about Champlain's life. Prepare a biocard on Champlain. (*Samuel de Champlain*, F&W, THE CANADIANS series, might help.)
6. Champlain was a map-maker. In a historical atlas of Canada, find one of Champlain's maps. Compare it with a modern map. How accurate was it?

Eastern Settlement

Overview

In 1605, French colonists built an *habitation* — a fortlike log building, surrounded by a log wall — at the mouth of the Annapolis River. This was Port Royal, the first permanent settlement in what is now Canada. The French claimed the surrounding land — comprising the modern provinces of Nova Scotia, Prince Edward Island and New Brunswick — and called it Acadia. The tiny settlement of Port Royal had to struggle for survival, and for a time was abandoned altogether. The settlers had to contend with harsh winters, unfamiliar conditions and disease. Gradually, however, with the help of the local Indians, the French settlement in Acadia became established, and other centres grew up around the Bay of Fundy, at such places as Les Mines and Beaubassin. The land was fertile, and the settlers soon learned how to drain the tidal marshes to free still more land for farming. After 1650, when there were still only 200 people living there, the population of Acadia began to grow more quickly. By 1750 there were nearly 10 000 Acadians.

Meanwhile, in 1608, at a point where the mighty St. Lawrence River narrows suddenly, Samuel de Champlain founded Quebec, which was to be the capital of the new colony of New France. Like Acadia, New France grew, but slowly. Missionaries, priests and nuns came to teach the French and convert the Indians. Traders went inland to gather the rich furs of the region, and explorers struggled overland to within sight of the Rocky Mountains. Colonists came to live in the town of Quebec or farm the long, narrow lots of land, rented from French “*seigneurs*” or landowners, that ran back from the rivers, New France’s most important thoroughfares. Since it was difficult to persuade settlers to leave France for the uncertainties of the New World, the *seigneurs* would not ask for high dues from their tenants. As a result, the *habitants* of New France were often better off than their peasant counterparts in Europe. Like the Acadians, the New France settlers soon found themselves enjoying healthier, more comfortable lives than they could have expected if they had stayed in France. But the seigneurial system had its impracticalities. Few villages — vital to a strong social fabric — grew up, and defence was difficult. Besides, solid French support for the colony of New France (and for Acadia, too) was lacking.

While the French were establishing colonies in Acadia and New France, the British were busy colonizing the Atlantic seaboard to the south. Largely as a result of significant differences in colonial policy between France and Britain, the British colonies grew faster than the French. Trade (especially with the Caribbean) and industry flourished there. The Acadians, feeling neglected by France, began to turn to New England for many of the goods they could not make or grow themselves.

Samuel de Champlain tried for nearly 35 years to persuade the French leaders to establish a large and strong agricultural colony in Canada. This, argued Champlain, was the only way to have a secure and defensible French presence along the St. Lawrence and the Atlantic coast of Canada. The French, however, thought otherwise. They preferred to have as few settlers in New France as possible, seeing the colony principally as a source of furs and a market for goods from France. By the time the policy changed and Jean Talon began his attempts to increase the population of New France, it was too late. The French were already seriously outnumbered in North America.

British colonization of the Atlantic seaboard south of Acadia had been characterized by extensive agricultural settlement and by large-scale immigration from the mother country. Although the local development of trade and industry was discouraged and even restricted by Britain, industry and business did develop rapidly in the British colonies, giving them a stronger economy as well as a vastly greater population. By 1750, there were nearly 2 500 000 British colonists in North America compared to only 60 000 in New France.

For various reasons, the British eyed Acadia enviously. The land was very fertile; and besides, whoever controlled the approaches to the St. Lawrence would control the rich fur trade of the interior and cod fishery of the east coast. For 100 years, Acadia was passed back and forth between France and Britain, a pawn in an international rivalry that extended far beyond Canada. At last, in 1755, the Acadians were deported from their homelands by the British. To consolidate their influence, the British encouraged Protestant settlers — from New England, Switzerland, Germany and Holland as well as Britain — to move into the vacated farmlands. Nova Scotia became a self-governing British colony in 1758.

Both Britain and France, mindful of the cod fishing on the Grand Banks, claimed Newfoundland; both nations established settlements there, although the infertility and poor climate of the island kept the population small. In fact the British, who assumed control of the island in 1713, discouraged settlement, wishing to keep the fishing industry and its profits based in Britain. Nevertheless, the population of Newfoundland grew steadily, if very slowly, and by 1765 around 12 000 settlers lived on the island.

For 150 years following the founding of the first colonies, the settlement of eastern Canada progressed in the shadow of conflict. But as Britain and France, the two seventeenth-century “superpowers”, manouvered negotiated and clashed, the colonists who represented both of Canada’s founding races continued to build an increasingly distinctive and independent life for themselves in their new homelands.

Key Concepts

- **Settlers** Unlike the explorers, who visited North America but returned to their own lands, the settlers came to stay. They wanted to build homes, farm the land, establish towns and make a new life here.

- **Colonization** Powerful nations often wish to extend their influence to newly discovered countries, especially if those countries have valuable natural resources. The colonizing nations (sometimes called colonial powers) send settlers out to live in the new lands, which are then called “colonies” of the mother country. The colonies usually share the language and culture of the mother country, while the mother country often controls, or governs, the colony.

- **Convert** The French settlers who came to Acadia and New France were Catholics. They felt it was important that the native people should be taught Christian beliefs. So priests set out to “convert” the Indians to Christianity.

- **The Seigniorial System** The *Seigneurs* were given large areas of land in New France by the French King. The seigneurs divided the land up into strips. They allowed a different family to farm each strip. In return, the family had to promise to farm the land, and pay a small rent and give a small amount of farm produce, to the seigneur. It was the seigneur’s duty to keep a flour-mill for the use of his tenants, the *habitants*, and also to provide a church and keep a priest.

- **Nation** A country, or the people who live in a country and share the same laws and government. In the sixteenth century, France and Britain were already nations, but there was, as yet, no Canadian nation. This developed later.

Learning Objectives

- The first settlers in Canada were French. They lived around the Bay of Fundy, in a fertile agricultural land they called Acadia. (This was modern Nova Scotia, New Brunswick and Prince Edward Island.) The first settlement, Port Royal, was founded in 1605. By 1750, there were nearly 10,000 people living in Acadia.
- The second French colony in Canada was New France. Its capital, Quebec, was founded by Samuel de Champlain in 1608. New France was important because of Canada’s rich fur trade. Settlement here developed under the seigniorial system.
- The British, France’s rivals at that time, established colonies to the south of Acadia, along the Atlantic coast. These colonies grew faster, and became more prosperous, than the French colonies. (See map on Page 99).
- Gradually, the British gained control of most of eastern North America. The Acadians were deported from their homeland in 1755.
- In spite of the conflict for ownership, distinctive lifestyles developed in the colonies as busy cities and prosperous farms were established, and new generations were born there. The colonies became less and less dependent on their parent countries.

Vocabulary Development

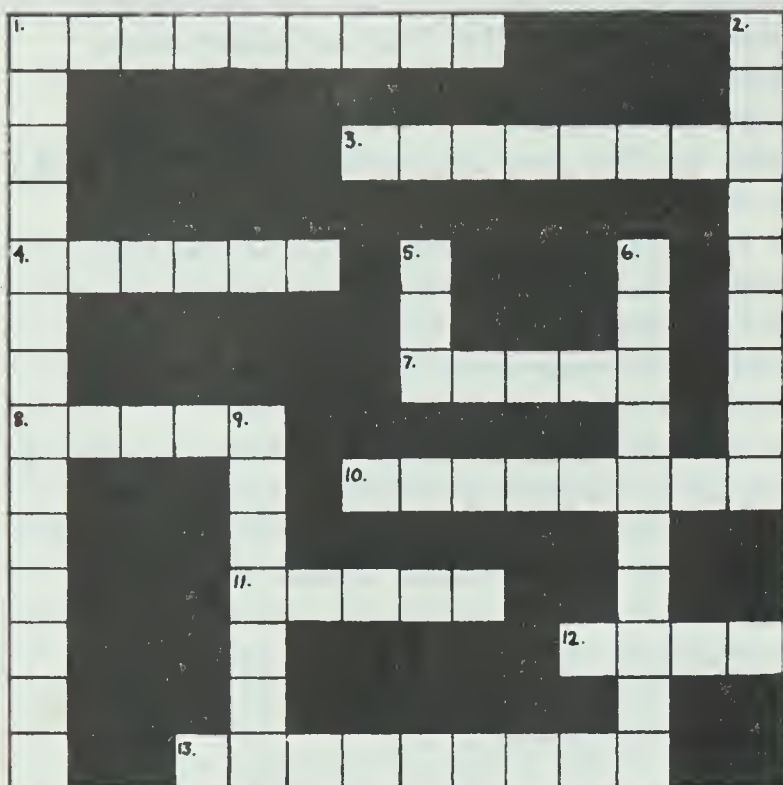
- The following words are found on the word list on page 69 of *Canada: Growth of a Nation*:

<i>charter</i>	<i>deport</i>	<i>habitation</i>
<i>colonist</i>	<i>dyke</i>	<i>missionary</i>
<i>continent</i>	<i>expand</i>	<i>seigneur</i>
<i>convert</i>	<i>habitant</i>	<i>strategy</i>

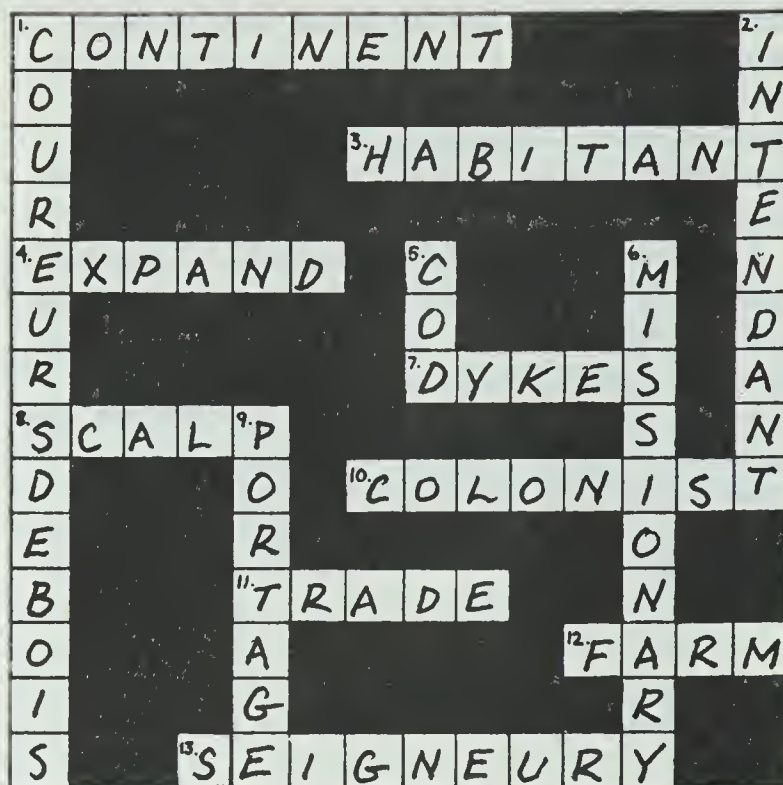
Definitions for these words should be worked out and noted in individual or class social studies dictionaries. Students should, by the end of the chapter, be able to write sentences using them, and if possible give synonyms.

- Activities could be devised to relate this chapter to classroom French language instruction, and the booklet *La Vie en Nouvelle France* (GROWTH OF A NATION series, F&W) could be read, if necessary with reference to the parallel English version, *Life in New France*.

- The following crossword puzzle could be used to reinforce this chapter's important vocabulary.



Solution



Across:

1. A large land mass; North America is one.
2. Farmer who rented land from a seigneur.
4. Grow larger.
7. A kind of wall built to keep the sea off the farmland.
8. The British offered a reward of 10 guineas for each enemy _ _ _ _ _.
10. A person who lived in a colony.
11. The exchange of goods: an important part of life in New France.
12. After the explorers, settlers came to _ _ _ _ _ the land.
13. A large land holding in New France.

Down:

1. Men who journeyed through the wilderness to collect furs and trade with the Indians.
2. Political leader in New France.
5. These were plentiful off the Grand Banks.
6. A person who came to New France to convert the Indians to Christianity.
9. To carry a canoe, or a place where a canoe must be carried.

Getting Started

Each of the numbered boxes in the Advance Organizer on *Canada: Growth of a Nation* pages 68-9 can form the basis for at least one classroom lesson. For example, a unit based on this chapter could be divided into six topics as follows:

1. Settlement follows exploration of the New World
2. Settlers depend on Indians for survival in the New World
3. Port Royal — first settlement in Acadia
4. New France — seigneuries along the St. Lawrence
5. English settlements along the Atlantic coast
6. England takes control of North America

Each of these topics can be developed to a greater or lesser extent depending on the curriculum requirements, available resources, and student interests and abilities. It is suggested, however, that teachers emphasize topics 3, 4 and 6. The first two topics, in conjunction with the GROWTH OF A NATION series booklets *Life in Acadia* and *Life in New France* can easily be developed into sub-units of two to three weeks' duration if wished.

Teachers will notice that a major topic usually taught when examining this period of Canada's history, the fur trade, is not covered in the advance organizer. This is because it is pervasively implied in resource exploitation, differing views of the economic basis of colonization, and conflicts over control of resources. This approach is suggested since it is felt to give a better basis for understanding economic aspects of Canadian history. Some students, however, may benefit from the more traditional approach to the fur trade and its development, in either a separate unit or as a sub-unit of New France. The importance of the fur trade to England following the creation of the Hudson's Bay Company should also be stressed in topic 6 as one of the factors in England's clashes with France over the control of North America.

During the planning process, it is strongly suggested that the teachers familiarize themselves with the *Life in Early North America* study prints (Fitzhenry & Whiteside), part of the GROWTH OF A NATION series available in most schools or district resource centres. These prints, and the Teacher's Manual that accompanies them, contains useful resource materials and instructional activities that will complement this chapter. Reference to this resource, and to *Life in Acadia* and *Life in New France* (Fitzhenry & Whiteside) will be made throughout this chapter of this Teacher's Manual.

The topic of settlement may be introduced in a parallel fashion to that of exploration. In the last chapter it was suggested that students might brainstorm the question "Why did a few brave or foolhardy sailors cross the unknown waters of the Atlantic in search of new lands?" In this chapter, students should consider the question "What would make large numbers of people leave their homes and make the same voyage to settle in a new land?"

During the discussion, the following points should be raised as major motivations for settlement:

1. Desire to achieve wealth from the exploitation of North America's resources.
2. Religious persecution in Europe.
3. Overcrowding and poor social and economic conditions in the towns and cities of Europe.
4. The desire to find freedom from the feudal farming systems of Europe and the opportunity to own one's own farm in the New World.
5. Forced settlement of convicts, orphans, and debtors to raise levels of population in the colonies.

Some basic questions to help students begin thinking about the topic of settlement:

"Why would it be important to countries like England and France to have people settle the lands they claimed in the New World?"

"If you were offered a chance to settle in another country or on another planet, would you go? Why?"

"What would you need to know or be able to do

if you were an early settler coming from Europe to North America?"

"Why might the chance to own land be a strong motivation for people coming to North America to settle?"

"Many European explorers brought back reports of the rich natural resources of North America. What might happen when more than one nation (or group of people) want to gain control of a valuable resource? Can you think of any place where this is happening today?"

Developmental Activities

- Many families who came to the New World kept diaries or journals of their adventures and experiences. Students can recreate such journals, including statements of the settler's

- a) reasons for leaving their homeland
- b) feelings on leaving home
- c) the sea journey
- d) feelings on arriving in a new land
- e) building their new home

- Students can be asked to draw pictures to accompany each section of their journals.

Colonists had to alter their lifestyles to meet conditions in their new homes. Before beginning this chapter, students can be asked to make a list of changes that colonists would have to make to survive in the New World. These early suggestions can be posted in the classroom and referred to throughout the unit. Then, at the end of the chapter, students can be asked to decide, in written form, if their ideas were correct. They can write out the things that they were right about, those that were wrong, and add new information that has been learned during the unit. This provides an excellent vehicle for teacher evaluation of student learning during the unit.

- Prepare a large wall map of North America's eastern half using the overhead or opaque projector. As each group of settlers or colonists is studied, their settlement should be located on the map. The map can be turned into a mural by adding relevant visual information about the dress, housing and lifestyle of the group being studied. The same can be done for the major native groups with whom the European settlers came into contact.

- Groups that might appear on the map: Acadian settlers, colonists of New France, Plymouth Pilgrims, Dutch at New Amsterdam, Swedes at Fort Christiana, the Virginia colony, Hudson's Bay Fur traders at the Bay forts, the Huron, the Iroquois, the Micmacs. The *Life in Early North America* study prints (Fitzhenry and Whiteside) are a useful source of visual information about dress, housing and lifestyles

- Divide the class into groups to research each of the major European colonies in North America. You may wish to limit this activity to five groups studying:

- Acadia
- New France
- New Amsterdam
- The Pilgrims in Massachusetts
- The Virginia colony

- Students can summarize their research findings in chart form under the heading Meeting Their Needs, with information presented in columns covering the following topic areas: Food; Shelter; Clothing; Religion; Social Organization; Arts and crafts.

- In order to survive in the New World the settlers did two things:

- They *adopted* Indian ways of doing things
- They *adapted* European ways of doing things

As you work through the unit, make two lists, one of adopted activities, and the other of adapted activities. Illustrate as many of the activities as possible.

- Make a stiff cardboard human doll. Use books or the study prints to find out about the costume of one of the following groups. Indians, Missionaries, *Habitants*, French Soldiers, *Coueurs de Bois*, Seigneurs, Pilgrims. Make a costume of cloth or coloured paper to fit into your cardboard doll. Make a display of the different dolls in your classroom.

- Several topics covered in this chapter are excellent for role-playing or dramatization. Divide the class into small groups and select topics for dramatization from the following lists:

- The Order of Good Cheer at Port Royal
- Arrival of the Bride Ships in New France
- Paying the *Cens* and *Rentes*
- A *coureur de bois*' journey
- Trading at the Montreal Fur Fair
- A missionary trying to convert the Indians

- The map master provided here may be photocopied to provide student desk maps, or used to make overhead projector transparencies or (by projecting onto a large piece of paper and drawing in the outline) giant wall maps.

- On your map, locate the following places: Port Royal, Quebec, Montreal, Plymouth Colony, New Amsterdam, Virginia Colony, Newfoundland

Beside each place, write the name of the country that set up the first colony there.

- Locate Hudson Bay on your map. Use your textbook to find the location of the Hudson's Bay Company trading forts on the bay. Then draw in the route that Groseilliers and Radisson took to get to Hudson Bay by land

- In the struggle between France and England for control of Acadia and New France, major battles took place at Louisbourg, Fort Beausejour and Quebec. Make a symbol for a battle and draw it beside each of these places on your map.

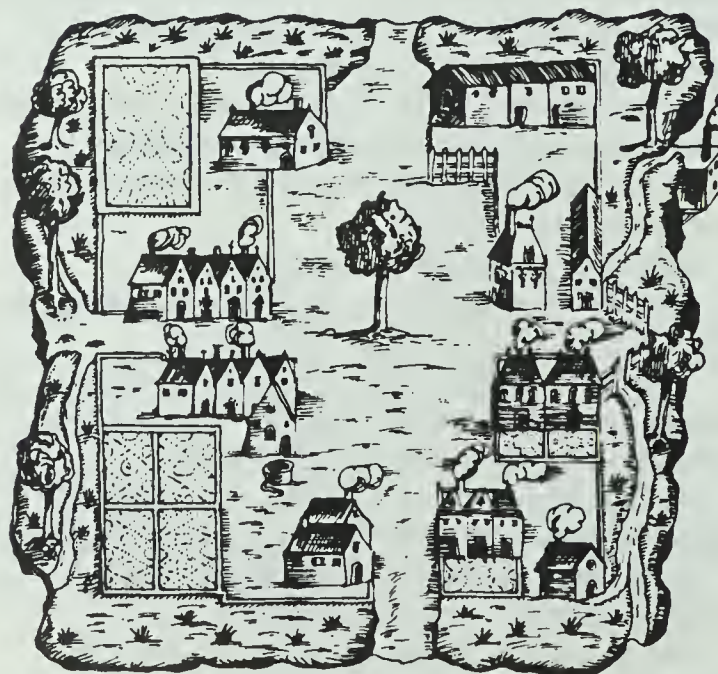
- A British naval fleet leaves Halifax bound for an attack on Louisbourg. If the fleet can travel at 15 km/h, how long will the trip take? (Use your atlas to help you with this one.) Make maps showing the differences between the seigneuries and Jean Talon's idea of the best design for a village and farms. Why did Talon's idea fail to work? Use your maps to help you answer the question.

- Use the census and family size information in *Life in Acadia* (Fitzhenry & Whiteside) to make a bar graph showing family sizes in Acadia.

- Use the settlement dot maps in *Life in Acadia* to make a line or bar graph showing the increase in population around the Minas Basin.

- Use the census in *Life in New France* (Fitzhenry & Whiteside) to make a bar graph showing the different occupations.

- Use the information in this chapter to make a bar graph comparing the populations of the French and English colonies in North America in 1750.

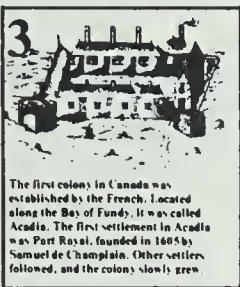
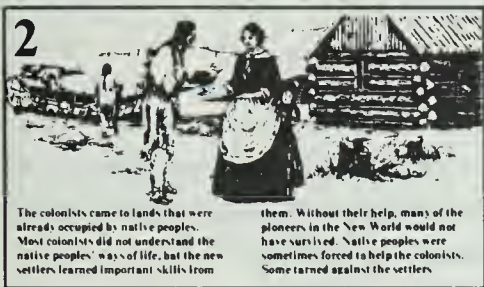


Advance Organizer

(68-9)

Eastern Settlement

ADVANCE ORGANIZER



Word List
charter deport habitation
colonist dyke missionary
continent expand seigneur
convert habitant strategy

- What sort of things did the early settlers do in the New World?
- Who helped them survive there?
- What was the first settlement in Canada called? Where was it?
- Who founded it, and when?
- What did the missionaries do?
- What was the name of the first English colony in North America? Where was it?
- Did France and England share North America peacefully? Why not?

Acadia

(70-71)

1. What was the name of Champlain's colony at the mouth of the Annapolis River? *Port Royal*
2. Describe how Champlain decided to prevent boredom and illness in the colony.
3. Name the Indian group that helped the Acadian settlers.
4. Why did the Sieur de Monts give up Port Royal?
5. Who was the first English raider to attack Acadia?
6. Read the red box on page 70. In it the English and French are described as players in a game. Do you think the conflict between France and England

- over Canada was a game? Explain your reasons.
7. How would something like the Order of Good Cheer help to keep the colonists alive during the Canadian winter? Do you think Champlain had a good idea in creating the Order of Good Cheer? Why?
 8. Illness was a major problem both for the settlers and the Indians they met in the new world. Find out about scurvy and other diseases such as cholera and tuberculosis that affected the settlers. What were their causes and cures? The settlers brought new diseases with them to which the Indians had little or no resistance. The worst of them was smallpox. Find out about smallpox and how it affected the Indians.
 9. Find a map of Nova Scotia. On it, find the mouth of the Annapolis River. Copy the map of Nova Scotia onto a piece of paper. Then draw in the Annapolis River and basin. Label them, and also the Bay of Fundy. Put a dot on the west side of the basin at the mouth of the river. Label the dot "Port Royal".

Growth of Settlement

(72-73)

1. What was an *engagé*?
2. Name three things the Acadians learned from the Micmacs.
3. How were Acadian houses built?

- Where did the Acadians set up their farms?
- Name three crops the Acadians grew, and three animals they raised on their farms?
- The Acadians left the towns and cities of France for the countryside of Acadia. Despite their primitive conditions, they were healthier and lived longer than people in France. Suggest some reasons why the Acadians might have led healthier lives.
- What things might colonists consider, when selecting a site for settlement?
- List the kinds of supplies the colonists must have needed to start their life in North America. Where did they get these supplies from?
- Read *Life in Acadia* and prepare a report on Acadian farming. Include diagrams or drawings showing how the marshlands were drained.

The French and the English (74-75)

- In what area did the English begin colonies while France was settling Acadia?
- Traders from which colonies sold goods to the Acadians?
- Most of the Acadians lived around which body of water?
- Why did both England and France want Acadia?
- Name four natural resources found in Acadia.
- Much of the fighting between the English and French was done by their allies. Can you think why?
- How might the Acadians have felt about France's failure to defend their colony?
- Make a timeline to show the dates and events listed on page 74.
- Make a sketch map showing Canada's four Atlantic provinces: Newfoundland, Prince Edward Island, Nova Scotia and New Brunswick. Label Newfoundland. Then, write "Acadia" across the other three provinces. Label the Atlantic Ocean, the Gulf of St. Lawrence and the Bay of Fundy. Make a title for your map and draw in an arrow showing north.

British Rule and Deportation (76-77)

- Name the fort built on Cape Breton Island by the French.
- In what year was Halifax built?
- What was another name for the Acadians?
- Who did the British bring to Acadia to offset the Catholic Acadians?
- In what year were the Acadians deported? Why

- were they driven out of their homeland?
- What does the word "neutral" mean? Discuss why the Acadians were called the Neutral French. Suggest some reasons why they did not actively side with the French.
- Do you feel that the British were right in deporting the Acadians? Explain your reasons.
- Prepare a report on one of the following.
 - The building of the fortress at Louisbourg
 - The founding of Halifax
 - The deportation of the Acadians
- Extend the timeline you drew for page 74 to include the dates and events described on pages 76 and 77.

Champlain's Dream (78-79)

- In which year did work on the settlement begin?
- Who was the founder of Quebec?
- What was Champlain's dream?
- Read Champlain's description of New France on page 79. If you were the king of France, would you think New France was worth supporting? What other things might the king of France have heard about this part of the world from others? (Think back to Jacques Cartier and his experiences at Quebec).
- Read the bio-card on Hélène Champlain. Suggest some reasons why a young French woman might have been lonely and homesick at Quebec.
- Compare the experience of the first European settlers who came to Canada with the experiences of more recent immigrants. How are they similar? How are they different?

Explorers (80-81)

- Who was the first European to explore the land along the St. Lawrence west of Montreal?
- Name three French explorers who came after Champlain.
- How did Lachine, Quebec, get its name?
- Who was the first European to follow the Mississippi River to its mouth?
- What did he call the land he claimed for France?
- Discuss how Champlain's use of guns in the fight between the Huron and the Iroquois changed traditional warfare between the Indian groups.
- Read the description of the explorers in blue on page 80. Then either a) write a diary of an explorer's experiences on a trip in North America, or b) paint a mural showing the various conditions the explorers faced.

Fur Trades (82-83)

1. What were most of the explorers seeking?
2. Give the French name for the fur traders.
3. What reason did the governor have for keeping the young men of New France from becoming fur traders?
4. How far west did La Vérendrye and his sons explore?
5. Read the section in red on page 82. Now answer the question at the end: Do you think the Indians were better off by trading furs with the French and English traders? Discuss your answers with the class.
6. Prepare a report on the life and habits of the beaver.
7. Make a mural with a beaver at one end and a beaver hat at the other. Fill in the steps that the beaver goes through from the pond to the time it is made into a hat. Draw and label pictures of each step.

New France Grows (84-85)

1. By 1628, how many people were living in New France?
2. Who were the three people who ran the New France colony after 1663?
3. Why was Jean Talon important to the colony of New France?
4. Look at the chart on page 85. Do you think the people of New France had much say in the laws that affected them?
5. Read *Life in New France* (Fitzhenry & Whiteside) and prepare a report on the bride ships.

The Seignorial System (86-87)

1. Who were the seigneurs?
2. Name two things a seigneur had to do for his tenants?
3. What did the habitants have to do for the seigneur?
4. What were five major accomplishments of Jean Talon?
5. Most habitants' farm lots were long and narrow. They stretched several kilometres back from the river. What were the disadvantages of the long narrow lots? Look at the picture on page 86 of Talon's idea for a better seignury. How would Talon's idea solve some of the problems of the long narrow farms?

The Indians and the French (88-89)

1. Who were sent to New France to convert the Indians to Christianity?
2. What was the role of the nuns in New France?
3. Why were the Iroquois so angry with the French?
4. Were the Iroquois justified in attacking the French? Why?
5. Write a story or poem about Madeleine de Verchères?



The City of Quebec in 1700 (90-91)

1. How many people lived in Quebec by 1700?
2. What sort of people lived in Quebec? Name at least four groups.
3. What was the purpose of the fur fair?
4. Who lived in the Lower Town of Quebec?
5. Why did there have to be strict laws concerning fire safety and cleanness in the houses of the lower town of Quebec?
6. Draw pictures of various parts of Quebec, for example, the fur fair, a grocery store, the interior of a house, the docks. Put the pictures together to form a mural.

Quebec: The Upper Town (92-93)

1. What building stood at the heart of Quebec?
2. What two groups made up the largest number of people in Quebec?
3. Why were soldiers stationed at Quebec?
4. Why was Montreal becoming more important than Quebec in the early eighteenth century?
5. How did life in the Upper Town of Quebec differ from life in the Lower Town?
6. Do you think it was right for the Bishop of Quebec to be a very wealthy man at a time when most of the people in the colony were quite poor? Why or why not?
7. Write a story or draw pictures comparing life in Upper and Lower towns of Quebec.

Country Life in New France (94-95)

1. Describe a typical day in the life of a habitant family.
2. How much bread, on an average, did the habitants eat each day?
3. What kind of rent did the habitants pay to their seigneurs?
4. Name five foods eaten by the habitants.
5. Read *Life in New France* (Fitzhenry & Whiteside) and make a report on the payment of the *cens et rentes* by the habitants to the seigneur.
6. If possible, prepare some food the way the habitants did.
7. Role play the scene of the habitants paying their rent shown in the picture on page 95.

The English at the Bay (96-97)

1. Name the two French explorers who helped start the Hudson's Bay Company.
2. In what year was the Hudson's Bay Company started?
3. Name two explorers sent inland by the Hudson's Bay Company to find new sources of furs.
4. Do you think the French governor treated Radisson and Groseilliers fairly? Do you think the two fur traders did the right thing in going to the English, who were the enemies of France? Discuss your answers with the class.
5. Find out what Pierre Esprit Radisson's middle name means. Why was it a good name for an explorer?
6. Read *The Fur Trade* (Fitzhenry & Whiteside) prepare a report on the founding of the Hudson's Bay Company.
7. Role play the trading scene in the picture on page 97.

English Colonies on the Atlantic Coast (98-99)

1. What year was the Virginia colony started, and by whom?
2. Why did the Virginia colony fail?
3. Who started a colony near Plymouth, Massachusetts, in 1620?
4. By 1770, how many people were living in the English colonies south of Acadia and New France?
5. Read about events in Virginia in 1619 in the red section on page 98. Virginia had the first democratically elected legislature in North America. Black slaves were also sold in the colony. Do you think that the slaves could vote to elect representatives to the legislature? Explain your answer.
6. Compare a modern map of the eastern United States with the map of the colonies on page 99. How are they similar? How do they differ?

Nova Scotia and St. John Island to 1783 (100-101)

1. Why was fertile farmland lost in Acadia?
2. In which year did Nova Scotia become a self-governing colony?
3. From which part of Britain did many of the settlers of Nova Scotia come?
4. What was Britain's main interest in Nova Scotia?
5. Why did the population of St. John Island grow slowly?
6. Suggest some reasons why wealthy merchants and military officers controlled the Nova Scotia legislative assembly.
7. Why, do you think, did Britain want only wealthy people to own land on St. John Island?
8. Make a map of Nova Scotia and Prince Edward Island. Label Nova Scotia and write St. John Island on Prince Edward Island. Label Halifax and Charlottetown. Make a title and a north arrow for your map.

Newfoundland in the Eighteenth Century (102-103)

1. Why was Newfoundland so important to both England and France?
2. Why did so few people live on the island in the eighteenth century?
3. How were cod fish shipped back to Europe from Newfoundland?
4. Where did many of the inhabitants of Newfoundland come from?
5. Write a brief report on the early history of Newfoundland.
6. Make a graph showing changes in population in Newfoundland from 1700 to 1765.
7. Make a mural or a series of drawings showing the steps in codfishing in Newfoundland. Include all the steps from A to M shown in the picture on page 103.



Chapter 4

Struggle for a Continent

Overview

By the late seventeenth century, the French had lived in Acadia and the St. Lawrence Valley for over 100 years. Quebec was the oldest city in North America. The English colonies along the Atlantic Coast were strong and populous. Meanwhile, war was brewing between the two colonizing nations, England and France, who were by now rivals for power in many parts of the world. War was declared in 1689; the enmity was to last, on and off, until 1815.

In North America, the rivalry was sparked into war by competition for the fur trade, where initial French control had been increasingly undermined by the English Hudson's Bay Company (founded 1670). When war was declared in 1689, the English and French and their Indian allies began a series of savage attacks on one another's settlements.

In 1713, the Treaty of Utrecht gave Acadia and Newfoundland to England. The English also won control of the Hudson Bay Fur area. The French moved to protect their fur territories, along the Ohio and Mississippi Rivers, but New France was left vulnerable, a French outpost surrounded by English-controlled lands. Recognizing its weakness, the French began to build the great fortress of Louisbourg on Cape Breton Island in 1719.

Even after the Treaty of Utrecht, peace was uneasy. Border raids continued, and in 1745 Louisbourg was captured by a force of New Englanders, then traded back to France in return for another fought-over colony: Madras. In 1755, Fort Beausejour in Acadia fell to the English. In the same year, all Acadians who refused to take an oath of loyalty to the English king were deported. Their homes were razed, and the Acadians themselves were scattered throughout the English colonies. Their vacant farmlands were taken over by New Englanders.

Having overflowed north, into Acadia, the New Englanders with British support began to look west, towards the French territories along the Ohio. The battle to drive the French out of the Ohio Valley was begun by George Washington in 1756. His assault on Fort Duquesne began the Seven Years' War, Britain's first "modern" war, incorporating all its national resources: industry, agriculture and commerce along with strategy and military might.

In Canada, the French forces were commanded by Louis Joseph Montcalm, a formally trained French

officer who despised guerilla tactics in spite of their demonstrated success in New France. Montcalm believed that the French could not win the war in America; his goal was to minimize French losses, principally by preventing the capture of Quebec.

Throughout the summer of 1758, the French garrisons fortified Quebec while a heroic resistance at Louisbourg delayed the English advance by several weeks. But Louisbourg fell at last, and in the same year, in Europe, the British fleet wiped out the French navy, leaving New France cut off from support.

The summer of 1759 saw the final stage in the struggle for control of Canada. The British forces, under James Wolfe, advanced on Quebec and tried to agree upon a battle plan. Inside the fortified town, Montcalm waited. Both sides were guilty of bad planning, hesitations and missed opportunities. At last, on September 13, 1759, Wolfe's forces scaled the heights of Quebec and met the surprised French on the Plains of Abraham. The battle lasted only fifteen minutes. It left both generals dead, and the English victorious with Quebec gone, New France's back was broken. A year later Montreal surrendered and New France was entirely in British lands.

With control assured, Britain turned its attention to ruling its North American subjects, both English and French-speaking, and for the first time in many years began to interfere in the affairs of the thirteen longest established colonies. A series of taxes were levied. The Stamp Act, the Tea Act (cause of the celebrated Boston Tea Party), an act which took away some of the political rights of the people of Massachusetts and another which protected British government officials employed in the colonies were also introduced. To the 13 Colonies these acts seemed "intolerable". Then came the Quebec Act creating the colony of Quebec from New France and part of the Ohio territory, entrenching its language and religion, but denying it a representative assembly. The New Englanders who had been planning to move into the newly acquired territories felt thwarted by the provisions of the act.

For the first time the 13 Colonies were united in a single cause: anger against the British. Their grievances, tabulated in 1774 at the first Continental Congress, culminated in the American Revolution. Quebec was invited to attend the congress, but a bitter anti-Catholic speech left them suspicious of American intentions. Neither Nova Scotia, Newfoundland nor

Prince Edward Island sent delegates.

The first blood of the Revolution was drawn in a minor skirmish on April 19, 1775, at Lexington, Massachusetts. Soon the Continental Army, drawn from all thirteen colonies and led by George Washington, was pitted openly against the British. On July 4, 1776, the Declaration of Independence was signed; eight years later the war was over and the last British troops left New York.

The eighteenth century saw upheaval, major realignments, and the fixing of elements of modern structure for North America. At the beginning of the century, allegiances in the colonies were divided between the “mother” countries, Britain and France; by the end, the north-south division had been established with an independent, English-speaking republic in the south and a group of British colonies in the north. The conquest of New France had determined that, for the rest of its history, Canada would be a combination of French and English-speaking people. And the fact that Nova Scotia, Prince Edward Island, Newfoundland and Quebec chose not to support the American Revolution determined that there would be a separate British colony or nation sharing North America with the United States.

Key Concepts

- **Rivalry** France and England were both powerful, proud nations. They tried to outdo one another in wealth, in battles and in the number and riches of their colonies.

- **War** From time to time, arguments or disagreements arise between countries. For various reasons, these arguments get out of control. Attempts to settle them peacefully fail. Organized, widespread fighting between the countries breaks out — or in other words, war. The countries involved will try to harm their enemies in any way possible. Usually many people are killed, many more are hurt and great damage is done to homes, farms and towns.

- **Tax** Tax is money paid to the government. Governments need money to pay for all sorts of things, such as roads, the army and MPs’ salaries. Some of this money is obtained through taxes; for example, the government might put tax on liquor: anyone who buys liquor will have to pay some money to the government. (This in fact happens in Canada today. The tax is included in the price). In the eighteenth century, the British government put a tax on sugar and tea. The American colonists felt the tax was unfair.

- **Independence** Many inhabitants of the Thirteen Colonies did not want to be governed by

Britain. They wanted to have their own government and look after their own affairs. In other words, they wanted independence for their nation.

- **Revolution** When the people of a nation manage to change, by force, the nation’s system of government, (i.e., get rid of the existing government and replace it with another), we call the change a revolution. This is different from an election, in which the people, by voting, may change the party in power, but not the system of government.

Learning Objectives

- From 1689 to 1815, off and on, France and Britain were at war. The colonies in North America were caught up in this war, since some had been founded by France and some by Britain. Bitter struggles broke out between the French and British colonies.
- The British colonies had a larger population than the French, and stronger support from the mother country.
- In 1713, the Treaty of Utrecht gave Acadia and Newfoundland to the British. In 1755, the Acadians were deported, and their farms were taken over by New Englanders.
- In 1759 Quebec fell to the British, after the battle of the Plains of Abraham. A year later Montreal surrendered, and New France was entirely in British hands.
- The British and French were also fighting over territory in what is now the United States. By the end of the Seven Years War (1756-1763), Britain controlled all the colonies in North America.
- When Britain began interfering in the affairs of the colonies and imposing taxes which the colonists thought were unfair, thirteen of the colonies rebelled. They decided to reject British rule, and form a new, independent nation. The War of American Independence lasted for eight years. By the end of that time, the British were defeated and the Thirteen Colonies had established the United States of America.
- Four colonies in the northern part of the continent remained neutral or loyal to Britain. Quebec, Prince Edward Island, Nova Scotia and Newfoundland refused to join in the revolution.
- By the end of the eighteenth century, an important new political line had been drawn in North America. It divided the American republic from the British colonies to the north. These four colonies — Newfoundland, Nova Scotia, Prince Edward Island and Quebec would one day unite to form modern Canada.

Vocabulary Development

● The following words are found in the word list on *Canada: Growth of a Nation* page 107:

<i>conquer</i>	<i>oath</i>	<i>revolution</i>
<i>invasion</i>	<i>oppose</i>	<i>stage</i>
<i>loyalty</i>	<i>prosperous</i>	<i>tax</i>
<i>militia</i>	<i>resist</i>	<i>united</i>

Students should note down these words, together with definitions. By the end of the chapter, students should be able to use each of the words in a sentence, and where possible provide a synonym.

● The following quiz may help to reinforce word list vocabulary. Students should match each clue with a word from the word list, then find that word in the list of acronyms.

Money paid to the government . . .	Hoat
A very serious promise . . .	Popoes
People like this will always be faithful to their friends . . .	Don Tie
The opposite to agreeing to something . . .	Ilimita
Not quite an army . . .	No Is Vain
Altogether now . . .	Requonc
A forcible change in the system of government . . .	Sour Roppes
An attack on someone else's territory . . .	ATX
This involves surrounding a town and cutting off its food supplies . . .	Vure Lotion
To overcome . . .	Gee Is
Successful . . .	Sister
To refuse to do something . . .	Tayollty



Developmental Activities

● On a giant wall map of North America, draw in and name the fifteen American colonies, plus New France, Acadia, Prince Edward Island and Newfoundland. Refer to this map throughout the chapter, and use pin-on, movable labels to indicate whether colonies were English or French controlled at various periods. Draw in symbols, names and dates for notable battlesites: Louisbourg, the Plains of Abraham, Fort Duquesne, Lexington, Yorktown.

● Compile a mural showing the uniforms worn and weapons used by the various forces fighting in North America during the eighteenth century.

● Write an essay, poem or play describing what it must have been like to be caught up in the struggle for the North American continent. Imagine that you belong to a farm family in Acadia, a town family from Quebec, or a pro-independence storekeeper's family from Massachusetts. Before you start writing, refer back to what you learned about pioneer life in the last chapter.



Advance Organizer


(106-107)

Struggle for a Continent

ADVANCE ORGANIZER

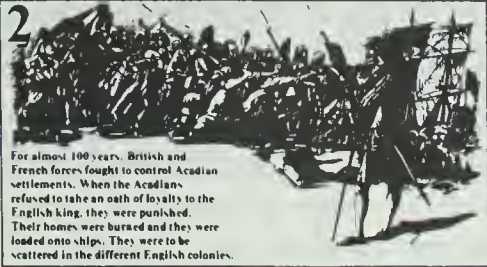
Word List
conquer oath revolution
invasion oppose siege
loyalty prosperous tax
militia resist united

1



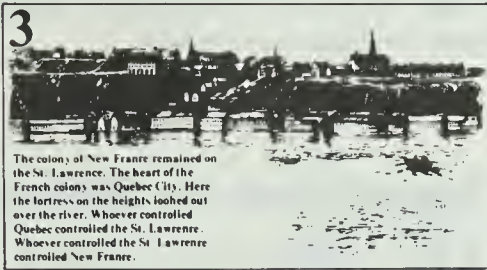
By the 1700's, the French had lived in Acadia and the St. Lawrence valley for over 100 years. Quebec was the oldest city in North America. For a time, France did not pay much attention to the colony of Acadia. Nevertheless, Acadia grew prosperous. The French settlers wished to live in peace, following their own way of life. But the British colonies along the Atlantic Coast grew stronger. The French colony at Quebec expanded. The Acadians were caught in the middle of the resulting war.

2



For almost 100 years, British and French forces fought to control Acadian settlements. When the Acadians refused to take an oath of loyalty to the English king, they were punished. Their homes were burned and they were loaded onto ships. They were to be scattered in the different English colonies.

3



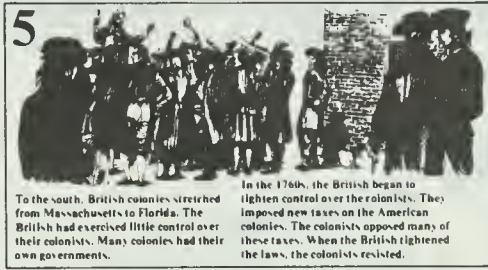
The colony of New France remained on the St. Lawrence. The heart of the French colony was Quebec City. Here the fortress on the heights looked out over the river. Whoever controlled Quebec controlled the St. Lawrence. Whoever controlled the St. Lawrence controlled New France.

4



The most important battle in Canadian history was fought in 1759. The British climbed up to the heights of Quebec. Here, on a field called the Plains of Abraham, they met the French. The battle was over in ten minutes. The British had won. New France was conquered.

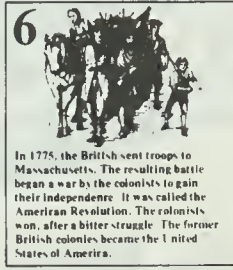
5



To the south, British colonies stretched from Massachusetts to Florida. The British had exercised little control over their colonists. Many colonies had their own governments.

In the 1760s, the British began to tighten control over the colonists. They imposed new taxes on the American colonies. The colonists opposed many of these taxes. When the British tightened the laws, the colonists resisted.

6



In 1775, the British sent troops to Massachusetts. The resulting battle began a war by the colonists to gain their independence. It was called the American Revolution. The colonists won, after a bitter struggle. The former British colonies became the United States of America.

- By the 1700's, how long had the French been in the St. Lawrence Valley?
- Were the French settlers eager for war?
- Why were the Acadians sent away from Acadia?
- Why was Quebec such a strong fortress?
- What was the most important battle in Canadian history? When and where was it fought?
- Why did the British colonies to the south begin to resist British rule?
- What was the American Revolution? What was its result?

5. Discuss how the British colonies' failure to cooperate made them less strong. Explore the concept of cooperation in the face of a problem or an enemy.

The Fighting Begins Again

(110-111)

1. What did the French trade to Britain in order to get Louisbourg back?
2. How many people lived in New France in 1745? In the British colonies?
3. Name the future president of the United States who attacked the French at Fort Duquesne.
4. Look at the map in *Canada: Growth of a Nation* on page 111. Suggest why Britain was stronger on the sea. Who was stronger on the land?
5. Up to 1707, the people of England are referred to as English. After 1707, they are referred to as British. Find out why?

The Struggle for North America

(108-109)

1. When did the struggle between France and Britain over control of North America begin?
2. Name three things Britain received under the Treaty of Utrecht.
3. What is the name of the great stone fort built by the French on Cape Breton Island? In which year was it begun?
4. The British had far more people in North America than the French in 1713. Why were the British not able to defeat the French easily?

The Fall of New France (112-113)

1. Who was named commander of the French forces in 1756?
2. What was France's biggest problem in the war against Britain in North America?
3. What was the French commander's attitude to the war with Britain?
4. In what year did Louisbourg fall to the British?
5. What are characteristics of a good leader? Do you think Montcalm was a good leader?
6. What is a defeatist? Do you think Montcalm was a defeatist?
7. Find out how European armies fought in the late 18th century. What kinds of uniforms did they wear? What weapons did they use? How did they fight? Make an illustrated report on your findings.

The British Attack Begins (114-115)

1. How did Wolfe, the British commander, terrorize the people of New France?
2. How, in 1759, did France try to defeat Britain in Europe?
3. Where are the Plains of Abraham? Why are they important?
4. Review your discussion of the qualities of a good leader. Explore the question "Was Wolfe a good leader?"
5. Read the French attitudes to Canada on *Canada: Growth of a Nation* page 115. Discuss how these attitudes might have affected France's willingness to defend New France.

The Plains of Abraham and After (116-117)

1. How did the battle of the Plains of Abraham start?
2. What happened to Wolfe and Montcalm on the Plains of Abraham?
3. When did France surrender New France to Britain?
4. What might have happened if Montcalm had waited, instead of attacking?
5. The motto of Quebec is "Je me souviens", (I remember). Suggest how the British conquest of New France might have contributed to this choice for a motto.

The American Revolution (118-119)

1. What was the attitude of George III toward Britain's colonies in America?
2. How were the British colonies in North America governed?
3. Name four taxes the colonies were asked to pay.
4. Who were the Sons of Liberty?
5. What were the "intolerable acts"?
6. Read the material on *Canada: Growth of a Nation* page 118 in the red box. Have a discussion about the areas of conflict in your own lives. Have you ever rebelled against parents or teachers, or thought about it? Discuss how frustrations build up before leading to rebellion.

Opposition to Britain Grows (120-121)

1. What was the Boston Tea Party?
2. What was the purpose of the Quebec Act?
3. State two provisions of the Quebec Act that annoyed the American colonists.
4. Why were the Quebec colonists suspicious of the Continental Congress?
5. Find out more about the Boston Tea Party. Make a report on your findings.
6. Prepare a report on the Quebec Act. Include in your report its role in keeping French Canadians from joining the American Revolution.
7. Read Benjamin Franklin's *Poor Richard's Almanac*. Write a book report on it.





The War of Independence (122-123)

1. Where and when did the American Revolution start?
2. Did any part of the American Revolution take place in Canada? If so, where?
3. When was the Declaration of Independence signed?
4. Which European country came to the aid of the rebel colonists?
5. What treaty ended the American Revolution? When was it signed?
6. The first shot in the American Revolution was fired at Lexington. It is often called "the shot heard 'round the world". Do you feel this an appropriate description? Why?
7. Is revolution an acceptable or legitimate way to end political disagreements? Discuss whether, if someone took away your rights as a Canadian, would you fight in a revolution to get them back?
8. If you had been living in one of the American colonies in 1776, whose side would you have been on? Would you have joined the revolution? Or would you have stayed loyal to Britain?

Summary and Questions (124-125)

1. Discuss the importance of the Conquest of New France and the American Revolution to the history of Canada. How did these two events shape the political and cultural nature of this country?

Chapter 5

Life in a New Land

Overview

From the fall of New France to 1776, Canada remained a largely French-speaking colony. Now, however, it was a French-speaking British colony rather than a colony of France. The great majority of the residents of Quebec, as the colony was now called, were the *habitants* and other ordinary citizens who continued to live much as they had before the conquest. Only the military and political leaders, along with the merchants, had left. These classes were replaced by British soldiers, civil servants and merchants, many of whom came up from the American colonies to the south.

One of the chief reasons that life remained much the same in Quebec was an extraordinary act of the British Parliament, the Quebec Act, passed in 1774, which guaranteed traditional rights of language, religion and civil law to the French residents of Quebec who had become British subjects after the defeat of the French. In other conquered areas, such as Scotland and Ireland, British policy had been to ruthlessly suppress local languages and customs. The motives of the British were clear: if the people of Quebec were relatively content, they were not likely to rebel against British rule.

If the Quebec Act had left the people of that colony relatively content, it had a very different effect on the colonists to the south. Already angered by a stamp tax and other legislation imposed upon them by the British, the American colonists reacted bitterly to the Quebec Act. Largely Protestant in religion, and feeling a sense of expansionist destiny, the American colonists looked forward to a day when they could take over the fertile farm lands and rich fur-trading regions of Quebec. They felt the colony would block their ambitions as long as the rights of the French were protected. For the American colonists, the Quebec Act was the last in a series of "intolerable acts" by the British.

The American colonists planned a revolution to end British rule in North America. On July 1, 1776, delegates from twelve colonies declared their independence from Britain. The revolutionary war that followed lasted for eight years. Although supported by no more than half the American colonists, the revolutionary side held the upper hand. They outnumbered the British troops sent to put down the rebellion.

The American colonists expected the colonists in Quebec and in Nova Scotia to join the rebellion against Britain. They felt that the Quebec colonists would still feel resentment against the British over the recent defeat of New France. But the French Catholic majority in Quebec feared religious suppression if they joined with the overwhelmingly Protestant American colonists. A brief outburst of support for the revolution in Cumberland County, Nova Scotia, was quickly put down.

Those who refused to join the revolution in the American colonies were branded traitors by the rebels. They called themselves "Loyalists" because they remained loyal to the British Crown. During and after the revolution, as many as 300 000 Loyalists left the American colonies. Many went to Britain or the West Indies; about 40 000 chose to head north to Canada.

Most of the Loyalists who headed north went to the Nova Scotia colony. There were so many of them that the colony could not support them all. Some opened up new lands in the unsettled part of the Nova Scotia colony along the west shore of the Bay of Fundy, creating a new colony — New Brunswick — in the process. Others settled in the St. John's Island colony, soon to become Prince Edward Island. Among the loyalists who arrived in Nova Scotia were a large number of black slaves and servants, marking the beginnings of Canada's oldest black community.

About five thousand of the Loyalists who came to Canada went to the Quebec colony. Some of these had travelled overland from New York or Pennsylvania; others had continued up the Saint Lawrence River, by-passing the crowded Nova Scotia settlement camps. Arriving in Quebec, the loyalists found that the best lands along the St. Lawrence River had already been taken. Some moved into the Eastern Townships of Quebec, southeast of Montreal. Others went further up the river, travelling west of Montreal along the St. Lawrence and into the Great Lakes region.

There they found great tracts of fertile, wooded land with few inhabitants, either Indian or European. They began the arduous task of clearing the land and beginning a new life in Canada. Many had little experience as farmers or manual labourers; most of the loyalists had been town dwellers, often small merchants or shop-keepers. They faced many hardships in the backbreaking effort to get their farms going. Some died in the "Hungry Years," others gave up and returned to the United States. Those who

hung on were rewarded for their efforts and soon established thriving communities in what is today the province of Ontario.

The Loyalists who settled in the western part of the Quebec colony were frustrated and angry over being governed under the terms of the Quebec Act. They did not like the fact that French civil law prevailed in land ownership, and they resented the fact that there was no elected legislative assembly in the Quebec colony, something they had all enjoyed in the American colonies. Faced with mounting dissent among the western colonists, the British passed the Constitutional Act of 1791 which created two colonies from the Quebec colony, Upper Canada and Lower Canada. French laws and customs remained in effect in the Lower Canada colony; British civil law and customs would prevail in Upper Canada. Both colonies received elected legislative assemblies, something that the Nova Scotia and Prince Edward Island colonists had enjoyed for several years already.

The increased number of British settlers in the former Quebec colony had a great impact on the French inhabitants of Lower Canada. There were two major changes. The first was the selling of the great riverside seigneuries to British landowners and merchants. The second was the domination of the towns and cities of Lower Canada, especially Montreal and Quebec, by English, Scottish, and Irish residents. As noted earlier, British upper and middle classes had already replaced the old French political and merchant leaders. Now, Irish labourers began to displace French workers in the docks, warehouses and factories along the St. Lawrence. The result was an increase in the importance of the rural village in the life of Lower Canada. Clustered around the parish church, the village became the centre of French Canadian life and culture. In the cities, the only roles really open to French-speaking Canadians were in the legal profession and the church.

Key Concepts

- **Loyalty** Because of the ties they felt to Britain and its monarch, and because they disagreed with the idea and methods of the struggle for independence, some settlers were willing to leave their homes and belongings and begin a difficult new life in a strange land. They wished to remain loyal to Britain.

- **Rebellion** Some settlers did not like the way they were being ruled. They wished to overturn the government and set up a new system. They were rebels.

- **Migration** Thousands of people left their homes and everything familiar and moved to a new land.

- **Settlement** The immigrants built homes, farmed new land and established communities and towns. They “settled” into their new environment.

- **Economic development** As the pioneer communities grew and prospered, market centres were needed, where goods could be bought and sold. Towns grew up. Communications improved. Businesses were established.

- **Cooperation** In order to survive in the wilderness where so much had to be done, chores had to be divided up among family members. Everyone had to help. There were no construction companies or fire departments, so families had to help one another in times of need.

- **Rural Life** Farming communities spread across the countryside.

- **Urban Life** Towns were established, and grew.

- **National Identity** Rich and poor, American, English, Scots, Irish, French: the pioneers in the British North American colonies began to feel that their similarities were greater than their differences.

- **Constitution** As the pioneers settled down and established lasting communities, they felt the need for written laws to protect them in their new land and set out their rights as permanent citizens. The constitution of 1791 set up Lower and Upper Canada in response to the needs of Canada’s changing population.

Learning Objectives

It is hoped that by the end of the section, students will have grasped the following units of information:

- Loyalty to the British Crown during the American Revolution led to 40 000 Loyalists coming north to Canada in the early 1780s.

- Many of the Loyalists had to begin a new life with relatively few resources and little experience of pioneer life.

- Most of the Loyalists settled in Nova Scotia colony, leading to the creation of a new colony, called New Brunswick, in 1784.

- Looking for uncultivated land to farm, some Loyalists followed the St. Lawrence west to Lake Ontario and settled there.

- As a result of pressure from these Loyalists in the western part of Quebec, the Constitutional Act of 1791 divided Quebec into two colonies, Upper and Lower Canada, each with an elected assembly. There were now four British colonies in what we call Canada.

- Under British rule after 1763, the rural, French-speaking population of Quebec grew, and their village-centred way of life became established. A gulf developed between these people and the English-speaking ruling class in Lower Canada.

● Pioneer Life in Upper Canada, however isolated, helped unite a diverse population of hardworking settlers. This helped to provide a strong basis for the developing nation.

● As the pioneers became established, the need for markets and services grew. Towns and businesses grew up. The new colonies developed an economy. They were no longer pioneer settlements.

Vocabulary Development

Students will encounter a great many new words in this chapter. Many of them deal with aspects of pioneer farms and are explained in context. Here are some words that you will probably wish to work on with your class before beginning this unit:

Agricultural, community, grant, rebel, assembly, economic, loyal, rural, bee, emerge, Loyalist, support, clearing, government, pioneer, title

Pretest your students to see how many of these words they can explain. The results of the pretest may help you to plan some language-arts activities for your class and also allow you to clear up misunderstandings.

Pretest two sets of cards, one set showing individual words from the list, the other providing individual definitions for the same words. Have students match the cards and record words and definitions in their note books.

Getting Started

It is suggested that teachers familiarize themselves with the Advance Organizer on pages 126-127 while planning this unit of work. Each of the numbered boxes in the Advance Organizer can form the basis for one or more lessons in the classroom. The Advance Organizer boxes can also be seen as providing the topics or subunits of this unit of study. For example, this unit could be divided into six lessons or topics as follows:

1. The Loyalists go into exile
2. Loyalists establish pioneer farms in Upper Canada
3. Cooperation in pioneer life
4. Changing life in French Canada
5. The role of towns in early 19th-century Canada
6. Summary and review: a new nation emerging.

While this unit can be covered allowing as little as one lesson per topic, it is suggested that, timetables

permitting, teachers should allocate considerably more time to this unit. Students are usually very enthusiastic about the study of pioneer life, and this topic allows you many opportunities to have students explore aspects of social history and lead to hands-on classroom activities. Further, there is a wealth of excellent supplementary material for students to use in conjunction with this chapter.

Materials are available at an appropriate reading level to cover each of the above stated topics. These materials are useful as student reference materials for research projects, as enrichment materials, and as source materials at stations or centres. Three of the most useful supplementary texts are in the GROWTH OF A NATION series, which is specially intended to complement *Canada: Growth of a Nation*. They are *Building a New Life*, *In the Pioneer Home* and *Life of the Loyalists*.

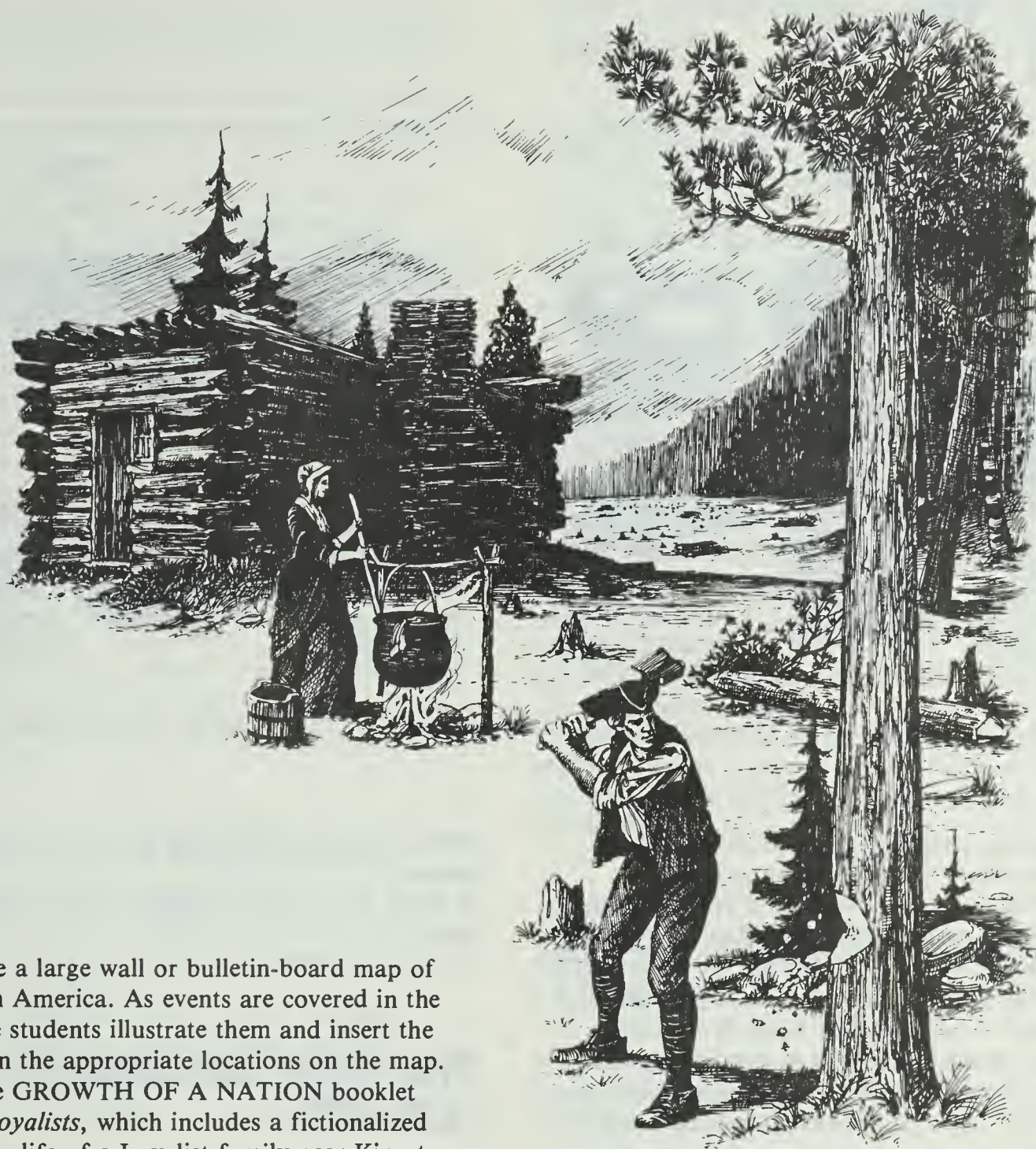
Also useful as supplementary resource materials are the *Life in Early North America* study prints numbers 22 to 24. The portion of the *Life in Early North America* Teacher's Manual dealing with the Loyalists contains many useful teaching ideas and is worth consulting while planning this unit. *Elizabeth Simcoe*, *Joseph Brant*, *Egerton Ryerson*, *William Hamilton Merritt* and *Allan Napier MacNab*, all in THE CANADIANS series, provide useful biographical enrichment for this chapter. The Ginn booklets *Caleb Seaman: A Loyalist* and *Ellen Elliot: A Pioneer* are also useful as reference materials for student research, or as enrichment for better readers.

Other student reference materials are listed in the bibliography at the end of this book, along with teacher source materials.

Developmental Activities

● Introduce this topic to your class by means of a brainstorm. Ask questions like: What is loyalty? What makes people loyal? Are you loyal to anybody or anything? (Family, friends, school, country, local or national sports team.) What makes people rebel? Have you ever rebelled against something? Why? What do you know about Northern Ireland? Why are some people there rebelling? What problems do immigrants face when they first arrive in a strange land? Compare the Loyalists with the Boat People as two groups of refugees.

● Keep track of all these questions and students' responses to them. Asking these questions again at the end of the unit is a good evaluation tool, particularly if they are reworded to refer specifically to the Loyalist immigration into Canada.



- Prepare a large wall or bulletin-board map of eastern North America. As events are covered in the chapter, have students illustrate them and insert the illustrations in the appropriate locations on the map.

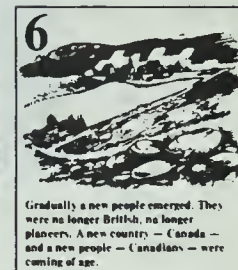
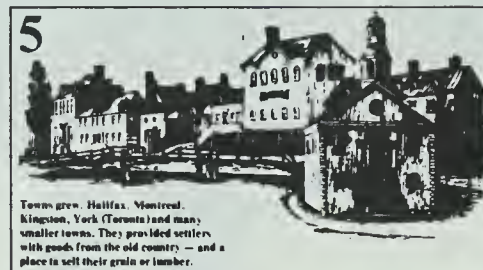
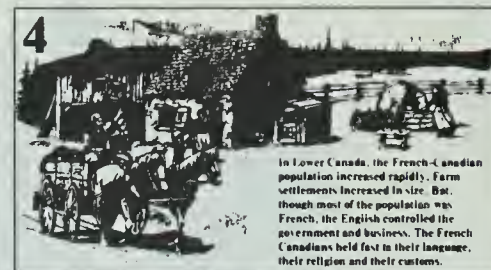
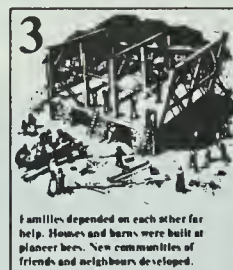
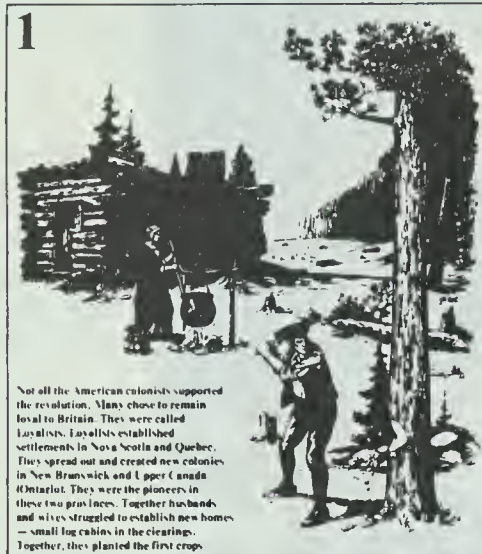
- Use the *GROWTH OF A NATION* booklet *Life of the Loyalists*, which includes a fictionalized account of the life of a Loyalist family near Kingston, Upper Canada, in your Language-arts/reading programme while covering the same content in social studies. Have students role-play or dramatize sections of the account, and use these dramatizations as vehicles for discussion.

- Have students list all of the place names in this chapter, as they occur, and try to find out their origins. Some are explained in the text, for others they will have to check a dictionary of place names.

- Plan a Pioneer Days celebration to be held at the end of the unit. Students should research and plan this activity during the entire unit. They can design costumes for themselves, plan a menu (see *In the Pioneer Home* and *Life of the Loyalists* for appropriate recipes), stage a *Life of the Loyalists* play, and learn pioneer songs and games through their research. Invite other classes or parents to participate in your Pioneer Days celebration. (This can be a very successful fund-raising activity for field trips and other school activities.)

Advance Organizer (126-127)

Life in a New Land ADVANCE ORGANIZER



World List
agricultural
assembly
bee
clearing
community
economic
emerge
government
grant
loyal
Loyalist
pioneer
rebel
rural
support
title

- Why did the Loyalists have to leave the United States? Why would some choose to go north to Canada? Why was it important for a pioneer settler to have a wife or husband? What would be the first job a Loyalist settler would face after getting some land?
- What materials would be available to the new settlers trying to establish their farms in Canada? What would be the importance of water and good weather to these settlers? What is the man in the picture doing? What do you think the buildings in the picture are?
- Why did pioneer people work together? How would this help the growth of new communities? What is a bee? What are the people in the picture doing?
- What traditional aspects of French life in Canada can you see in this picture? Can you recall some of the traditional customs of New France that we studied earlier? How do you think that becoming a British colony might have affected these customs? Why did the population of French Canada grow so rapidly? (Note: The population growth had nothing to do with the fact that the people of French Canada were mostly Catholics, since no efficient birth control methods were available to anyone in the eighteenth century. Rather, it was because life was more settled and secure in Quebec than it was in the pioneer settlements, where conditions were harsher.)
- What functions do you think the towns of early Canada served? Who would live in these early towns?

Name some of the buildings you can see in the picture.

- What do you understand by the term “coming of age?”

Who were the Loyalists? (128-129)

1. To whom were the Loyalists loyal? Where did they come from? Where did they go?
2. The Loyalists were not the only people in the American colonies opposed to independence from Britain. Find out which other groups living in the colonies also opposed the Revolution.
3. Find out more about Joseph Brant and prepare a report on his life.
4. Role-play a discussion between an American rebel and a Loyalist. Explain why you either stayed in the United States or left after the American Revolution.
5. Some Loyalists decided to return to England. These were usually the wealthier Loyalists. Some rich Loyalists, however, did come to Canada. Many of these wealthy Loyalists had some difficulty succeeding in Canada. Discuss why a wealthy Loyalist might have had more difficulty as a pioneer than a poor one.
6. Loyalists were called tories by the American rebels. Why was this label given to them at the time?

Have you ever heard of a political party in Canada that is given the same label? Why do you think they are called Tories too?

7. Make a mural or bulletin-board display showing the many types of transportation used by the Loyalists to "escape" to Canada.
8. Write a story or a brief dramatization about one of these situations: "You are four members of a Loyalist family hiding in fear. You can hear a group of rebels nearby." Or, "A neighbour, also a Loyalist, comes to your door. She warns you that the rebels have a big tar pot heating up in the middle of the village, and that they are heading your way with a bag of feathers."
9. Copy the map on page 129 into your notebooks. Use *Life of the Loyalists* to draw in the routes the Loyalists took to get to Canada.
10. Make a bargraph or piegraph showing how many of the Loyalists went to each destination, using the figures on page 128.

The Loyalists in the Maritimes (130-131)

1. What were the Loyalists looking for?
2. What was the name of the second Maritime colony created for the Loyalists?
3. Use encyclopaedias or library books to find out more about the history of slavery in Canada. Make a report on your findings.
4. Do some research to find out what the Royal Bounty was. Make a list of the things that were included in the Royal Bounty. Use *Life of the Loyalists* and *Caleb Seaman: A Loyalist* to answer this question.
5. Read the Loyalist motto on page 131. Discuss why this is or is not a good motto for the Loyalists who came to Canada.
6. What is slavery? Why do you think it was abolished?
7. Find out as much as you can about Willie Hall, a child of one of Nova Scotia's first black families, who joined the Royal Navy and won a Victoria Cross for his service in the India Mutiny.
8. Use the map on page 129 to make a large wall map entitled "Loyalist Settlement in the Maritimes."
9. Find Sierra Leone in your atlas. Who founded it?

The Loyalists in Upper Canada (132-133)

1. How much land would a Loyalist family of two adults and six children receive?
2. In what year was Upper Canada created as a separate colony?
3. Use *Life of the Loyalists* to prepare a bulletin board or wall display showing how Loyalist land grants were surveyed.
4. Do some research to find out more about the Loyalist Indians who settled on the Six Nations Reserve. Make a report on your findings.
5. If you were cast up on a deserted island, you would be in a similar situation to the one the Loyalists were in when they first came to Canada: you would be without belongings in a strange land. Write a story about how you would survive. Could you build a house? What would you eat? How would you grow or catch food? Draw a picture to illustrate your story.
6. Find out how Upper Canada and Lower Canada got their names.
7. Make a list of all the place names mentioned on these two pages. Use your atlas to find the location of each. Then draw each place in on an outline map of eastern Canada.

Quebec After the Conquest (134-135)

1. Why was Quebec in ruins in 1760? Who had left Quebec? Who remained?
2. What was the Quebec Act?
3. What did the Constitutional Act of 1791 give the people of Quebec that they had not known under French rule?
4. Compare the diagram on page 135 with the one on page 161 of your text. How did the Constitutional Act of 1791 change the way the people of Quebec were governed?
5. Imagine you are a French farmer living in rural Quebec in 1790. Write down, in English or French, your feelings about the English. Describe the differences between French and English ways of life in Quebec.

Changing Life in Lower Canada (136-137)

1. Why did the urban population in Quebec decrease and the rural population increase after 1760?
2. Discuss some reasons why the church might encourage the people of rural Quebec to have large families.
3. Suggest some reasons why the British did not allow soldiers or civil servants to bring their families to Canada.
4. Use the graph on page 137 to answer the following questions:

In what year did the French-speaking population of Lower Canada reach 200 000?

How many years later did the English-speaking population reach the same level? What was the French-speaking population then? In what year did the rate at which the French-speaking population was growing begin to speed up dramatically? How do you know?

What was the approximate total population of Lower Canada in 1850?

Of these, how many were French speaking?

What fraction of the population in Lower Canada was English-speaking in 1800?

Timber, Furs and Urban Life (138-139)

1. Why was there a shortage of farming land around the turn of the 18th century?
2. The owners of the Northwest Company were British. Most of the voyageurs were French. Does this reflect a pattern in Lower Canada life? In what way?
3. Use the encyclopaedia and other library books to find out more about the Northwest Company. Write a report on the Northwest Company and its competition with the Hudson's Bay Company.
4. Prepare a report on the history of Montreal. Find out why Montreal became more important than Quebec City.
5. Look at the picture on page 138. Do you think that the people in the lower right hand corner, standing with the Indians, are British or French? Explain your reasons for your answer.
6. From what country do the soldiers in the picture on page 139 come? Why were they in Quebec?
7. Sing the song "Riding on a Donkey". One of the verses is about loading timber in Quebec during this period.

8. Draw a picture of a log-raft on its way down river, headed for Quebec. Write a poem or song about the people riding on the log raft.

Pioneering (140-141)

1. What is a pioneer?
2. How were lots assigned to the Loyalist settlers in Upper Canada?
3. What was the first job that the new settlers had to do? The second?
4. The British government gave the pioneer Loyalists seeds to plant. Which crop did they usually plant first? Why?
5. Soldiers and Officers received more land than the civilian Loyalist settlers after the Revolutionary War. Why? Discuss whether or not you think this was fair.
6. Many different types of houses were built by pioneer settlers. Use *Building a New Life* and *Life of the Loyalists* to prepare a display showing the different types of houses the Loyalists built during their early years in Upper Canada.
7. Pioneer families underwent many hardships. In a small group discuss whether you could survive under such conditions. What things in your life would you have to do without?
8. Write a story to go with the picture on pages 140 and 141. Tell the reader what you think the man sitting on the log is thinking about.

Pioneer Life — A Partnership (142-143)

1. Why do you think cooperation was so important to the pioneers?
2. Read Audrey Norris's book, *The Gentle Pioneers*, and present a report on the life of the Stricklands.
3. Using your textbook, *Life of the Loyalists*, *Building a New Life*, *In the Pioneer Home*, and the *Life in Early North America* study fill in the following data retrieval chart about the activities of pioneer man and women:

Things both men and women did

Things men did

Things women did

4. Why do you suppose chores came to be divided up in this way? Is it still necessary today for families to divide chores up like this? Why or why not? What has changed?

5. It is always the duty of the child in a pioneer family to keep a fire going or to kindle a flame if needed. Why do you suppose this was so? What would happen to a pioneer family if the fire went out?
6. Using your text and other sources, draw a mural showing the different things women did around the pioneer farm. Make a second mural showing the things they did in the pioneer home.
7. Write a letter home from a woman such as Emma Strickland, telling her family in England about living conditions on a pioneer farm.

Pioneer Bees and Social Life (144-145)

1. What did an isolated pioneer family do if it wanted to build a barn, or make a quilt, jobs that a single family could not manage alone in the time available?
2. How do you suppose "bees" got their name?
3. What other functions did bees perform, besides that of getting a specific job done?
4. Find out about how pioneer houses and barns were constructed. Make models or drawings showing how these buildings were put together.
5. Read a biography of Egerton Ryerson, who was a young Methodist circuit rider in Upper Canada. Make a report on his experiences as a circuit rider.
6. Using your text, *Life of the Loyalists* and *Building a New Life*, make a large wall mural of a pioneer bee. You may wish to have several panels, each showing a different kind of bee.

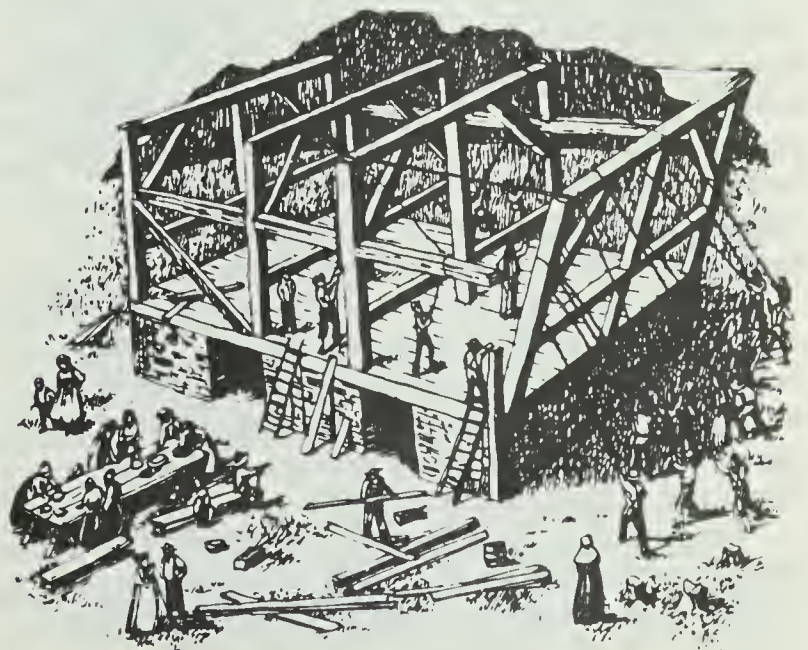
Pioneer Clothing and Pioneer Schools (146-147)

1. Why did pioneer families plant flax?
2. List the materials the pioneers used for making clothes.
3. Why do you suppose the pioneers valued education — the "three R's"?
4. Why was it rare to find a good teacher in a pioneer school?
5. Early Loyalist settlers and other pioneers learnt many hunting skills from the Indians. They also learnt how to make clothing from animal skins. Read *Building a New Life*, then make a chart showing animals caught by the pioneers, their tracks, and what the pioneers used them for.

6. Find out how a spinning wheel works. Make a report to the class on your findings. If possible, get someone to come to the school to demonstrate how a spinning wheel works.
7. Do you think it would have been enjoyable to be a student in a pioneer school? Give your reasons. (If possible, simulate a pioneer school day with appropriate lessons, standards of discipline, etc.)
8. Compare the pioneers' way of life with that of Canada's native peoples (see p.p. 18-49). How do you account for the similarities and differences?

Difficulties and Rewards of Pioneer Life (148-149)

1. As the pioneers settled down, what changes took place in their lifestyle? In the landscape? In the community?
2. Mills were important to pioneer towns. Name two types of mills that you would find in an early town in Upper Canada.
3. Find out as much as you can about the early development of a town like Kingston. What functions did such a town serve in pioneer times?
4. Is there a difference between a pioneer and a settler? Discuss the differences between the two.
5. Draw two pictures of Canada, or write two descriptions, one showing the land before settlers arrived, and one showing the same area after colonization.
6. Toronto, Kingston, London, and Niagara were all important pioneer towns in Upper Canada. Find them in your atlas. Draw in their locations on an outline map of Upper Canada.



Chapter 6

War and Rebellion

Overview

Conflict between two great empires had marked the first two centuries of Canada's history, as England and France vied for control of the land. In the 19th century, conflict was still a major theme in Canada's development as a nation, but now the conflict was not between empires but among neighbours.

The conflicts of the first half of the 19th century took place at several levels. One level was the continuing struggle between the new American states and Britain, for the Americans saw their destiny lying in complete control over North America. In Britain's North American colonies there was conflict, too: conflict with Britain over the lack of self-government for the Quebec and Nova Scotia colonies; social conflict between the rich and the ordinary people; ethnic and religious conflict.

The conflict between Britain and the United States, which had its roots in the American Revolution, flared up in the War of 1812. The causes of this war are hard to isolate. In the United States, there was growing pressure to go to war against Britain's vulnerable colonies to the north; one belligerent faction known as the Warhawks urged a full-scale invasion of Canada. At the same time, Britain was acting in a provocative manner, stopping American ships on the high seas, searching them and seizing any British sailors who might be on board.

For three years the war began in 1812 was fought on both land and sea from the mouth of the Mississippi to the Great Lakes. During the conflict, the Americans several times tried to invade Canada, with little success; the United States' hopes of annexing British North America were dashed as British regular soldiers combined with Canadian militia and native Indian warriors to drive off the invaders. Only a brief raid on York succeeded in posing any threat to Canada, an act that saw the British retaliate by burning the White House in Washington.

The consequences of the war of 1812 are difficult to measure. In military terms, the war on the sea ended in favour of the Americans, while the land war ended in a "draw". One result was that Britain gave up a considerable amount of territory both in the south and around the Great Lakes.

The Canadians, however, saw themselves as winners in the War of 1812. They had managed to drive off the American invaders in convincing style. Canadian troops had fought well and bravely,

English, French and Indian alike. But they weren't always fighting for the same thing. Many English Canadians saw themselves fighting for Britain; the French, on the other hand saw themselves as Canadians fighting to protect their homeland.

This ethnic split seriously divided Britain's North American colonies in the early 19th century. As early as 1791, soon after the arrival of the Loyalists, it had led to the division of the Quebec colony into two separate colonies — Upper Canada and Lower Canada for the Loyalist settlers were intolerant of the French laws and traditions that had been protected under the terms of the Quebec Act.

Within Lower Canada, British rule had greatly changed the social order. British merchants and immigrant labourers moved into cities such as Montreal and Quebec, taking control of the colony's trade and commerce. The rural village now became the focus of French-Canadian life in Quebec. Priests and lawyers were powerful figures in this culture, often acquiring large landholdings. But the largest estates, the great seigneuries along the St. Lawrence River, had largely passed into the hands of wealthy British officers and merchants, to whom the *habitants* now paid their rents.

In Upper Canada, the Crown and the Anglican Church controlled much of the colony's best farmlands, holding them in such a way as to block the construction of roads or the acquisition of additional lands by small farmers. The same small group, the Conservative "Family Compact" controlled the government of the colony, dominating the appointed Executive Council which advised the Lieutenant Governor of Upper Canada.

Political opposition to the Family Compact came from several quarters: from Catholics, the Methodists, and from colonists who had come to accept the democratic values that had led to the American Revolution. The Loyalists had found that they had far fewer rights and freedoms in Upper Canada than they had as colonists in America. This restriction of freedoms was a deliberate act on the part of the British authorities. Britain actively supported the growth of the Family Compact's power as a way of creating a natural aristocracy in Canada to prevent the rise of "dangerous democratic tendencies" similar to those that had led to the American Revolution.

Similar class and economic conflicts were to be found in Lower Canada, where a group of powerful landowners and merchants known as the Chateau

Clique played a role similar to that of the Family Compact. These class conflicts in Lower Canada cut across ethnic divisions; wealthy French Canadians inter-married with the families of the Chateau Clique, while poor Irish immigrant labourers occupied a lower rung on the social ladder than the habitants. Opposition to the power of the ruling Tory group came from Scots, Irish, and French Canadians, usually united by the Catholic religion and by resentment at the oppression they felt their homelands had suffered at the hands of the British conquerors.

The Reformers in both Upper and Lower Canada first tried to effect change through the political process. They argued forcibly in the Legislative Assemblies of the colonies for a fairer distribution of land and political power. But the way the assemblies had been set up under the terms of the Constitutional Act of 1791, meant the elected representatives of the people had no real power. All the effective power rested with the Lieutenant Governor and his Council.

The Reformers made effective use of newspapers to express their demands for social and political change: most notably William Lyon Mackenzie of York, Upper Canada, used *The Colonial Advocate* to launch vigorous attacks on the Family Compact. His printing presses were damaged by thugs sent by the Compact to silence him; nevertheless his calls for reform gained widespread popular support and in 1834 he was elected the first mayor of Toronto. As a Reform member of the Legislative Assembly he pressed for greater democratic freedoms, going so far as to suggest a constitution similar to that of the United States.

In Lower Canada, the leader of the Reformers was Louis Joseph Papineau a wealthy landowner and lawyer who had fought as a militia officer during the War of 1812. Elected to the Legislative Assembly in 1814 as a Conservative, Papineau became a Reformer when he joined the Lieutenant Governor's Executive Council and found that his advice was usually ignored. Disillusioned by the Chateau Clique's resistance to change, Papineau advocated a democratic system along the American lines. He was a fierce Canadian nationalist and opposed any measures that would end the traditional protection of French language and civil rights in Canada. He became the leader of the *Patriotes*, a group committed to social and political change in Quebec and an end to autocratic British rule.

The Reformers in both Upper and Lower Canada soon became discouraged and frustrated by their failure to obtain changes through the existing political system. The mood changed to anger, and the belief grew that only armed rebellion could achieve social and political change in the colonies. In Upper Canada, Mackenzie became an enthusiastic supporter of armed rebellion, calling on his followers to arm

themselves and drill like soldiers. Papineau was never such a vocal advocate of armed attack on authority as was Mackenzie, but his followers were too angry to be stopped.

The frustration of these angered Reformers led to the Rebellions of 1837. In Lower Canada, the first shots were fired following street fights between *Patriotes* and anti-French British groups. The British leaders, fearing that a revolution was about to start, ordered the arrest of Papineau and other *Patriote* leaders. This action triggered the outbreak of armed rebellion it was intended to prevent. In the first clash, at St. Denis, the *Patriotes* succeeded in killing or wounding a score of British soldiers; thereafter, during the winter of 1837 and 1838, the rebels were hunted down and defeated by the British. A dozen *Patriote* leaders were hanged for treason and many more sent into exile in Australia. Papineau managed to escape to the United States, where he tried unsuccessfully to win American support.

In Upper Canada, Mackenzie thought he could take advantage of the rebellion in Lower Canada to launch an attack on British rule in Canada and create a democratic state. With a handful of supporters, he marched on York in December of 1837. Poorly trained and ill-equipped, the rebels were so confident of victory that Mackenzie had not even waited to organize all of his supporters. When the small group of rebels reached York, they were surprised to find armed opposition. The brief fight which ensued saw the rebels defeated. Mackenzie fled to the United States.

Despite their failure, the Rebellions of 1837 showed the British that there was growing opposition to their heavy-handed rule of the Canadian colonies. In 1838, the British government sent Lord Durham to Canada to determine the cause of the unrest. Durham soon realized that there was a sound basis to the Reformers' complaints. He recommended that the elected members of the Legislative Assembly should control the Executive Council — in effect, giving Canada responsible government, or cabinet-style government as we know it today. Durham felt that government of the colonies had to become more democratic if there was not to be another rebellion in the future.

Durham also recognized the basic conflict between the British and the French Canadians. In this respect, his support was entirely for the British. He saw the only possible solution to conflict being the total elimination of French culture and language. He suggested that the two colonies should be united into one, with English as the only official language. In this way, he thought, the growing English-speaking population would eventually simply outnumber and overwhelm the French. In 1840, the Act of Union was passed, bringing this recommendation into effect. Responsible

government took longer to come to the other British colonies in North America, finally being granted to Nova Scotia in 1846.

Key Concepts

- **Government** When the first pioneers came to Canada, their main concern was trying to survive in their new land. However, the colonies grew, and soon they needed organization to enable them to run. There were societies rather than settlements in the colonies. Systems of government were set up, based mainly on the governments of Britain and France, the colonizing nations. These were unsatisfactory, however, and gradually and painfully, a uniquely Canadian system emerged. It is still developing today.

- **Politics** Ideas about power or government are political ideas.

- **Conflict** There was disagreement or conflict between different groups about how the British North American colonies should be run.

- **Social Class** There are different groups in any society. Some have more money than others; some have more power. These different groups are called social classes and often have very different ideas about how society should be run.

- **Reform** People who want to bring about peaceful change in the system of government are called reformers. The kind of peaceful, limited change they want is called reform.

- **Rebellion** Sometimes when peaceful attempts to change the system of government fail, people turn to violent methods. They rebel against the system of government.

- **Elites** Elites are small groups of people who are the “top dogs” in any particular field. The best baseball players form a type of elite. So do the most powerful people in society. The Family Compact and the Chateau Clique were elite groups; they ran things for their own advantage, and they wanted things to stay that way.

- **Autocratic government** When one person or a small group of people hold all power, and govern very strictly without consulting the people they govern, they form an autocratic government.

- **Democratic government** This is the opposite of the kind of autocratic government practised by the Family Compact or Chateau Clique. In a democracy, the power belongs to the mass of people, not to a small group, and the government is elected by the people to look after everybody's interests.

- **Responsible government** This means that the people who hold power are answerable for their actions to the people who gave them power. If politicians know that they can be voted out of their jobs if

they make bad decisions, they will be careful to try and make good decisions.

Learning Objectives

- The Americans wanted to extend their control over all of North America; this led to the War of 1812 and attempts by the Americans to invade and conquer Canada.

- Following the War of 1812, prosperity and immigration saw a rapid growth in the towns of Upper and Lower Canada.

- The British, wishing to avoid a repeat of the American Revolution, decided not to allow democratic ideas to be established in Upper and Lower Canada.

- Autocratic British rule saw the wealthy land-owners and merchants form powerful ruling classes that controlled life in both Upper and Lower Canada.

- The powerful ruling classes stood in the way of the farmers, workers, and small business owners who had come to Canada to improve their fortunes.

- Reformers wanted to change the social and political organization of the colonies, but failed because there was no way they could democratically gain power.

- Frustrated, the reformers turned to the idea of armed rebellion as a means of bringing about change in the colonies.

- In Lower Canada, the class conflict was further worsened by conflicts between French Canadians and the British.

- In both Upper and Lower Canada, armed rebellions broke out in 1837. These rebellions were quickly put down.

- Lord Durham was sent to find the causes of the Rebellions; his report was the first step in bringing democratic rule to Canada.

Note:

The issue of autocratic versus democratic rule is an especially difficult one. As educators in a democratic society we teach our students that this form of government is the highest possible ideal. At the same time, most schools and families are governed in highly autocratic ways, for reasons that seem obvious to adults. For most students, however, the most real experience of the concept of rebellion against autocratic rule will have been in the family or school setting. Students might be asked, during the course of discussion, to reflect on changes they would like to see made in a way their family or school is run; but they must be led to examine logically the consequences of those changes.

Vocabulary Development

<i>Confederation</i>	<i>garrison</i>	<i>rebellion</i>
<i>discontent</i>	<i>immigrant</i>	<i>recommend</i>
<i>equality</i>	<i>investigate</i>	<i>Reformer</i>
<i>exile</i>	<i>Patriote</i>	<i>treason</i>

● These new words are for the most part important because they are closely related to the concepts just discussed. Students' comprehension of these words is essential to mastery of the content of this chapter.

N.B. To the Teacher — Confederation is not as important as the other words. It is only introduced in the chapter to foreshadow the chapter to follow. Following definition of each word and its entry into class Social Studies dictionaries or notebooks, students should work with these words before going on to the chapter.

● Find examples of each of these words in newspaper or magazine stories and identify how they are used in the context of the story.

● Devise creative-writing activity in which students must use a set number of words from this list (say 8 to 10)

● Devise reading activity in which students go through a popular science-fiction or adventure story that deals with conquest or rebellion and see how many of the words or concepts they can find. (From Star Wars to A Tale of Two Cities, the choice is endless).

● Ask students at the end of the chapter and unit to write a summary of the chapter using all of the words in this list.

● The following names of people are found in this chapter: General Isaac Brock, Tecumseh, Lt. Col. Charles de Salaberry, Laura Secord, Louis Joseph Papineau, William Lyon Mackenzie, Lord Durham.

Biocards on Tecumseh, Secord, Papineau, and Mackenzie appear in this chapter. These may be studied in advance. Students can be asked to prepare their own biocards on the other major figures named as part of their research activities.



● The crossword puzzle provided here uses names and vocabulary important to this chapter. Students can fill it in as they work through the chapter.

Across

1. Americans who want to invade Canada
4. Leader of the reform group in Lower Canada
8. Sent from Britain to find out the causes of the rebellions
9. Ruling class group that controlled Upper Canada

Down

1. Leader of the rebels in Upper Canada
2. Woman who played an important part in the War of 1812
3. Important French Canadian militia officer in War of 1812
5. General who won at Queenston Heights
6. Name that the rebels in Lower Canada gave themselves
7. Indian chief who led his warriors against the Americans in the War of 1812

Getting Started

It is suggested that teachers use the resource list at the end of this chapter and the local resource-centre to find stories, plays or films that illustrate the concepts of conflict and rebellion. Teachers should also be familiar with any important current areas of conflict or rebellion in the world, and encourage students to follow newspaper and television news coverage.

Go through the Advance Organizer and identify the major themes or topic of this chapter, which are as follows:

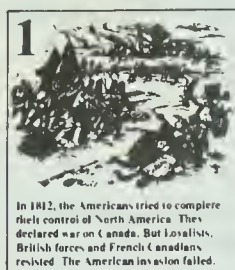
1. The War of 1812: Canada Threatened with Invasion
2. Town life in Canada in the Early 1800s
3. The Rebellions of 1837: Lower Canada
4. The Rebellions of 1837: Upper Canada
5. Lord Durham's Report

Teachers who have access to the whole of Fitzhenry & Whiteside's CANADA: GROWTH OF A NATION history study program should familiarize themselves with the following materials before planning the unit: Rosemary Neering and Stan Garrod, *Life of the Loyalists*. (for conditions of farmers in Upper Canada and also for the growth of Kingston in the early 19th century); Stan Garrod and Rosemary Neering, *Building a New Life* (for the conditions of farmers in Upper Canada); Rosemary Neering and Dan Birch, *Life in Early North America* study prints (for conditions in both Upper and Lower Canada); Stan Garrod *Confederation* (for all topics covered in this chapter).

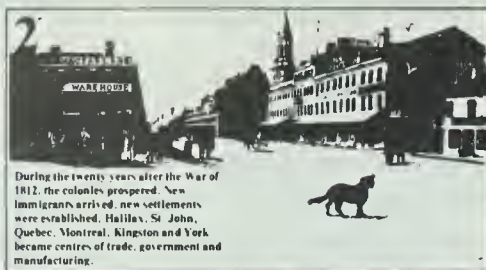
Advance Organizer (152-153)

War and Rebellion ADVANCE ORGANIZER

Word List
Confederation garrison rebellion
discontent immigrant recommend
equality investigate Reformer
exile Patriote treason



1
In 1812, the Americans tried to complete their control of North America. They declared war on Canada. But Loyalists, British forces and French Canadians resisted. The American invasion failed.



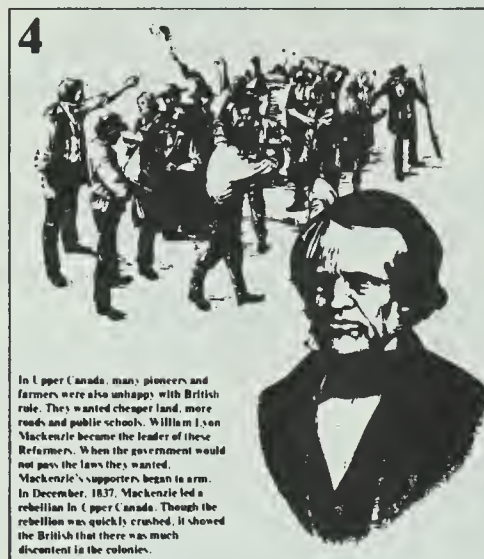
2
During the twenty years after the War of 1812, the colonies prospered. New immigrants arrived, new settlements were established. Halifax, St. John, Quebec, Montreal, Kingston and York became centres of trade, government and manufacturing.



3
Many French Canadians in Lower Canada were not happy being controlled by a small number of wealthy English. They wanted more control of Lower Canada by French Canadians. They called themselves the *Patriotes*. Louis Joseph Papineau became their leader.

After many years of being ignored, the French Canadians began to rebel. In November, 1837, Papineau led an armed rebellion. The rebellion was crushed by the British forces. For many French Canadians, this was a bitter reminder of the British Conquest of 1763.

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4
In Upper Canada, many pioneers and farmers were also unhappy with British rule. They wanted cheaper land, more roads and public schools. William Lyon Mackenzie became the leader of these Reformers. When the government would not pass the laws they wanted, Mackenzie's supporters began to arm. In December, 1837, Mackenzie led a rebellion in Upper Canada. Though the rebellion was quickly crushed, it showed the British that there was much discontent in the colonies.



5
In 1838, Lord Durham was sent from England to Canada to investigate the problems that led to the rebellions. He recommended giving more control to the local elected representatives. Durham's Report did much to put Canadians on the road to self-government.

ADVANCE ORGANIZER 153

- Why did the Americans declare war on Canada in 1812? What was Canada called at that time?
- What was happening in Canada in the early years of the 19th century?
- Who were the *Patriotes*? Why were they discontent?
- Who was Louis Joseph Papineau?
- Who was William Lyon Mackenzie?
- What did the Upper Canadian rebels want?
- Who was Lord Durham? What did the Durham Report recommend?

5. Which king was General Brock talking about when he spoke of "the King's army"? (see General Brock's reply, *Canada: Growth of a Nation* page 155).
6. Compare General Hull's proclamation with General Brock's reply (*Canada: Growth of a Nation* page 155). Look up the words tyranny, oppression, oppressor, subjects, inheritance and freedom in your dictionary and note the definitions in your word list.
7. Imagine you are a newspaper reporter living in 1812. Write a short article for an Upper Canadian newspaper saying why the rebellion against Britain was wrong, and another for an American paper saying why it was right.

The War of 1812 (154-155)

1. Give three reasons why the United States declared war on Britain in 1812.
2. Who led the British forces at the battle at Fort Detroit? What was the name of his Indian ally?
3. Why did the Americans think many Canadians would welcome the invasion?
4. Study the biocard on *Canada: Growth of a Nation* page 155. Discuss what you think Tecumseh meant by the speech quoted here that begins, "The Pale Faces who fought against our fathers the British are our enemies"

Queenston Heights and After (156-157)

1. Where did the American invasion of Canada begin?
2. Which two battles prevented an early American victory?
3. Look at the picture on *Canada: Growth of a Nation* page 156. Niagara River was quite rough. How did this help the Canadians?
4. Name five battles in the War of 1812 that were won by British and Canadian forces.

5. Who was Charles de Salaberry?
6. How did the War of 1812 end?
7. Do some research on Laura Secord, and write a report on your findings. (Fitzhenry & Whiteside's CANADIANS biography *Laura Secord* will help.)
8. Mark Detroit, Queenston, Stoney Creek, Beaver Dam, Lundy's Lane, York and Montreal on a map of Upper and Lower Canada. Create a sign to mean "battle", and use this sign plus the date, to mark major battles. Mark in the route of Laura Secord's trek. Give your map a title, and mark it with a North arrow.

Halifax during the War of 1812 (158-159)

1. Why did Halifax, with its harbour, naval base and shipbuilders' yards, flourish during the War of 1812?
2. If you had lived in Halifax in the early 19th century, your father might have been a lumberman, or the keeper of a draper's shop, or a naval officer. Name some other possible occupations. What sort of work would your mother probably have done?
3. How many people lived in Halifax in 1812? In 1817? Why did the population decrease?
4. Make a large mural depicting Halifax in 1812. Illustrate as much of the information given on *Canada: Growth of a Nation* pages 158-9 as possible.

Discontent in Lower Canada (160-161)

1. What was the Chateau Clique?
2. In what ways did members of the Chateau Clique differ in background and outlook from the majority of people in Lower Canada?
3. Who were the spokespeople or leaders of the French-speakers in Lower Canada?
4. Who were the *Patriotes*? What did they want?
5. Look at the diagram on *Canada: Growth of a Nation* page 161. Work out the answers to the following questions:
 - Who appointed the Lieutenant Governor of Lower Canada?
 - Who chose the members of the Legislative and Executive Councils?
 - Who chose the members of the Legislative Assembly? How?

6. How is the government of Canada chosen today?
7. Think carefully about the differences between a government that is chosen by the people and a government that is chosen by the governor. Which is likely to do more for the people? Why?
8. Write a speech that one of the *Patriote* leaders might have made to a gathering of villagers in Lower Canada, explaining why armed rebellion was necessary to overthrow the rule of the Chateau Clique.

The Rebellions of 1837 in Lower Canada (162-163)

1. Why did the British decide to arrest 20 *Patriote* leaders in 1837?
2. What happened at St. Denis?
3. Were the rebels victorious at St. Eustache?
4. What happened to the *Patriotes* when their rebellion failed?
5. See how much you can find out about the system of government the Americans set up after the Revolution. In what ways did American government differ from the Canadian system? Why would it appeal to Louis Joseph Papineau?

Discontent in Upper Canada (164-165)

1. Who were the Loyalists? (*Canada: Growth of a Nation* pages 128-9 will help).
2. What sort of people did the governor appoint to the Executive and Legislative Councils?
3. What was the name of the wealthy, powerful group in Upper Canada, similar to the Chateau Clique in Lower Canada?
4. What did the Reformers want the government to spend money on?
5. What did the government in fact spend money on?
6. *Canada: Growth of a Nation* page 164 states that the recent American immigrants "believed that all people were equal. They did not think that wealthy people should have more say in government than poor people did." Why did this make them especially dissatisfied with the system of government in Upper Canada?
7. Your school, just like a country, has a system of government. Would you like to reform your school in any way? Have a class discussion on the subject.

The Rebellion of 1837 in Upper Canada (166-167)

1. Who was William Lyon Mackenzie?
2. Why was he expelled from the assembly?
3. Why did the rebel leaders decide to act in 1837?
4. What was the result of the brief fight between the government forces and rebels on December 5?
5. What do you think the term "responsible government" means? Is the government of Canada today "responsible"?
6. Make handbills (eye-catching leaflets that were distributed by hand), some urging people to join the rebellion, others urging them to resist. Think up slogans like the one at the beginning of *Canada: Growth of a Nation* page 166.
7. Role-play a scene in the Legislative Assembly of Upper Canada, which William Lyon Mackenzie criticizes the Family Compact, and is first shouted down angrily, then thrown out.

Lord Durham's Report (168-169)

1. Though both the Patriotes and the Reformers failed to change the government by force, they succeeded in doing one thing. What was it?
2. Why was Lord Durham sent to Canada?
3. What did he feel were the causes of the rebellions?
4. What solution did he suggest?
5. What was the Act of Union?
6. Look at the diagram on *Canada: Growth of a Nation* page 169. This is the type of system that was introduced in the Canadian colonies after the Durham Report. Work out the answers to the following questions:
 - who chose the members of the Legislative Assembly?
 - who chose the members of the Executive Council?
 - In what ways does this system differ from the system shown on *Canada: Growth of a Nation* page 161?
7. Where was responsible government first established in Canada?
8. Find out more about what Lord Durham's Report actually said. Write a report on your findings.

Kingston in the 1840s (170-171)

1. What was the capital of Canada in July, 1841?
2. Why was Kingston harbour important? Why would improving the canal system be bad for Kingston?
3. Make a list of Kingston's industries.
4. Choose two of the industries on your list, and do some research to find out what these industries were like in the 1840s. Why was Kingston a convenient location for them? What sort of equipment was used? What sort of clothes did the workers wear? How much free time did they have? What did they do when they were not working? Do the industries still exist today? Write up your findings as a report, and illustrate it.
5. Find out how many people live in your town, today? How many more or fewer is that than there were in Kingston in 1842, when it was Canada's capital? How many people are there in Toronto and Montreal today, and in the capital of your province?



Chapter 7

Expansion

Overview

As we have seen, the eastern part of Canada was settled first. European exploration and settlement of western Canada occurred much later, after the fall of New France and the establishment of British rule in what is now eastern Canada.

The initial impetus for the exploration of western Canada came from the fur trade. There were two main thrusts to this move westward. One was the land-based fur trade, which saw fierce competition between the Hudson's Bay Company and the Northwest Company push fur trading posts farther and farther north and west until traders and explorers reached the Arctic and Pacific Oceans. The other was the maritime fur trade which saw ships come to the west coast of British Columbia for highly prized sea-otter pelts. Later, another natural resource found in the West — gold — would draw more people into western Canada.

None of these resources, however, attracted people in big enough numbers to result in the creation of large permanent settlements in the West. Only agriculture could do that, and farm settlement would not come until the last half of the 19th century, despite such early attempts as the Red River colony, established by Lord Selkirk in Manitoba.

While the first fur traders to enter the West had arrived in the 17th century, when men like La Vérendrye, Samuel Hearne, Henry Kelsey and Anthony Henday pushed across the Prairies from the Great Lakes and Hudson Bay, and travelled as far as the foothills of the Rockies, it was the late 18th and early 19th centuries that saw the greatest fur trading expansion into the West. This period was also a time of unrest and hardship in the British Isles, the result of a variety of factors including famine, economic change, political and religious repression and the Industrial Revolution. Word of the economic opportunities of the fur trade, and of the fertile farmlands of Upper Canada, brought thousands of immigrants from Ireland, Scotland and England to Canada. Many worked in the fur trade or the lumber camps for a few years, then moved back to cities such as Montreal and Toronto. Others, especially the poor Irish Catholics, could find only the most menial of tasks, working as navvies on road and canal construction jobs or as longshoremen and labourers on the docks of Quebec and Montreal.

Many of the Scots came to take part in the fur trade, where they joined up with French Canadian voyageurs and Indian paddlers to explore much of western Canada in the course of their search for furs. Perhaps the most famous of all the Scottish fur traders was Alexander Mackenzie, the first European to reach both the Arctic and Pacific oceans by travelling overland. Mackenzie was an employee of the Northwest Company, a fur-trading company established in Montreal after the fall of New France to compete with the Hudson's Bay Company. The Nor'westers, as they were called, had the foresight to recognize the value of the French Canadian experience in going far afield into the West to meet Indians and barter with them for furs. The Hudson's Bay Company, on the other hand, had been content to build large forts along the shores of Hudson Bay and have the Indians bring their fur to the posts. In the company of experienced French-Canadian traders and paddlers, Mackenzie set out to travel even farther into the great northwestern region of North America in search of furs. He found furs, and Indians willing to trade them, but he also found something else — an overland route to the Arctic Ocean, and a route to the Pacific as well. The route to the Arctic was discovered by accident; Mackenzie found and followed the great river that now bears his name, thinking that it would lead him to the Pacific. Instead, it led him to the south shore of the Arctic Ocean, in 1789. Four years later he tried again. This time he succeeded, reaching Bella Coola on British Columbia's Pacific coast in 1793, twelve years before the Americans Lewis and Clark reached the mouth of the Columbia in Oregon. Mackenzie was followed by two other famous fur trader explorers — Simon Fraser and David Thompson, discoverers of the Fraser and Columbia Rivers in British Columbia.

About the time that the Northwest Company was taking control of the western overland fur trade, a new fur trade was starting on the west coast of British Columbia. This was the maritime fur trade, which started when Captain James Cook and his crew obtained sea-otter pelts from the Indians during their brief stay at Nootka Sound on Vancouver Island in 1778. Soon trading ships from several nations were operating along the Pacific Coast, carrying sea-otter pelts to China, where they were traded for silks and tea to be sold in Europe and the eastern United States. This rich fur trade almost led to a war over who owned British Columbia. Both Spain and Britain

claimed the area, and the Spanish actually had a settlement at Nootka Sound for several years until the dispute was settled in Britain's favour in 1792. Many places on and around Vancouver Island still bear Spanish names dating from that brief period when the island was part of the Spanish empire.

The Hudson's Bay Company moved quickly to establish fur forts on the Pacific coast, both to take advantage of the maritime fur trade and also to compete with the Northwest Company by gaining access to western furs by way of the Fraser and Columbia Rivers. By the early 1840s, the Hudson's Bay Company had established important trading forts at Victoria and Fort Langley. Farms were set up near these forts and they soon became permanent settlements. The Northwest Company had merged with the Hudson's Bay Company by this time, and the two companies operated under the famous name of the older partner. The Hudson's Bay Company now owned or controlled most of the land that would later become the nation of Canada — the five British colonies in the east were tiny by comparison.

During the early 1800s, the first attempt to create an agricultural settlement in the West was begun. This was Lord Selkirk's Red River colony, established near the present site of Winnipeg, Manitoba, in 1811. Lord Selkirk was one of the owners of the Hudson's Bay Company, and he was concerned for the farmers of the Scottish Highlands who had been driven from their lands by the Enclosure laws. He decided to establish a farming colony for them. Hudson's Bay Company ships carried the settlers to the shore of Hudson Bay, near the present site of Churchill. From there, following a kilted piper, they walked overland to the Red River.

The colony had to struggle to survive. The settlers faced opposition from the rival Northwest Company and its Metis employees. The Nor'westers feared that the farming community would interfere with the fur trade in the area; the Metis were further angered because they felt that the lands along the Red River belonged to them; they had, after all, lived there since the beginnings of the fur trade, when French traders had married Indian women and stayed to live in the area. Somehow the colony survived attacks by Indians and Metis, thefts of sheep by wolves and coyotes, and problems of drought and locusts. The Red River colony showed that the rich prairie lands of the Canadian west could be opened to farming.

Gold was the last great magnet that drew settlers to western Canada before the building of the Canadian Pacific Railroad later in the 19th century. Gold was discovered along the Fraser River in British Columbia in 1858. Two years later, another major discovery of gold was made in the Cariboo area of the B.C. interior north of the Fraser goldfields. Thousands of people rushed to try to make their fortunes in the goldfields; many of them were

Americans, prospectors who had been in California for the gold rush of 1849. The presence of so many Americans in the area led British officials to fear that the United States might try to take over the region. British Columbia became a British colony in 1858 and troops were sent to safeguard the colony against American aspirations.

Key Concepts

- **Expansion** With eastern Canada settled, people began to wonder what lay to the west. Fur traders explored the land and trading posts sprang up. These opened up the way for settlers, who moved out to farm the recently explored areas. At the same time, people moved to the west coast of Canada by ship. The nation of Canada was growing, or expanding.

- **Exploration** When the fur traders set off on their journeys, they did not know where they were going or what lay ahead of them. They explored the land, following rivers, crossing forests and plains, establishing routes, and came back to tell stories about what they had seen.

- **Fur Trade** One of the first things the earliest explorers discovered about the land we call Canada was that there were many animals here with thick, soft fur. This fur was much in demand in Europe where it was used for clothing. So people came to Canada to collect furs, either by trapping the animals and then selling the furs, or by giving the Indians various goods (such as weapons or tools), in return for the furs they had trapped. The whole business of trapping, buying and selling furs is called the fur trade.

- **Trading Posts** Every so often, as they explored the wilderness, the fur traders set up trading posts, a combination of fort, hotel and store. Supplies of food, weapons and trading goods were kept at the posts, and Indian trappers came to the posts to trade their furs.

- **Competition** The Hudson's Bay Company and the Northwest Company were the two main fur trading companies in Canada. Each wanted to trade more furs, employ more traders and explore more territory than the other. In other words, there was competition between them.

- **Settlement** Into the lands explored by the traders came settlers, people who wanted to build homes, farm the land and establish permanent settlements.

- **Agriculture** The process of clearing wild, rocky or forested land and planting crops or grazing cattle in an organized way is called agriculture.

- **Natural Resources** Fur, gold, fish oil — all of these useful and valuable things can be found occurring naturally in Canada.

Learning Objectives

● Competition for natural resources, in the form of the fur trade rivalry between the Hudson's Bay Company and the Northwest Company, led to the exploration of much of western Canada in the late eighteenth and early nineteenth centuries.

● Other natural resources, such as gold, brought settlers to western Canada also.

● Natural resources such as furs and gold can lead to conflicts between nations, as in the dispute between Spain and Britain over Vancouver Island and in Britain's fear that the gold rush might lead to an American take-over of British Columbia.

● Settlement of an already populated area (such as the Red River) by people with a different way of life from that of the original residents, can lead to conflict.

Vocabulary Development

● The following words are found on the word list on *Canada: Growth of a Nation* page 175:

<i>develop</i>	<i>inland</i>	<i>region</i>
<i>drought</i>	<i>interfere</i>	<i>sandbar</i>
<i>expedition</i>	<i>overland</i>	<i>source</i>
<i>headquarters</i>	<i>prospector</i>	<i>strait</i>

Before working with this chapter, have students write out definitions for each word using their dictionaries or the glossary at the end of the text. You may wish to have students record these words in their class social studies dictionary.

● This acrostic word puzzle uses the words in this chapter's vocabulary list. Students can be asked to do the puzzle while working on this chapter.

1. Competition for furs saw the Hudson's Bay and Northwest Companies _____ many fur forts and trading posts in Western Canada.
2. The _____ of Juan de Fuca is a narrow body of water between Vancouver Island and the Olympic Peninsula.
3. Catherine Schubert travelled _____ to British Columbia in 1862.
4. Gold dust was found on a _____ in the Fraser River.
5. Captain James Cook led a scientific _____ to the Pacific.
6. The _____ of the Northwest Company was in Montreal.
7. Miners went to the Cariboo region to find the _____ of the Fraser River gold.
8. _____ was one of the hardships faced by the Red River colonists.
9. The Hudson's Bay Company controlled the vast _____ of northern and western Canada.

10. The Metis feared that the Red River colonists would _____ with their traditional way of life.

1. _ _ _ _ _ (_)
2. _ _ (_) _ _ _
3. (_) _ _ _ _ _ _ _
4. (_) _ _ _ _ _ _
5. _ _ (_) _ _ _ _ _ _
6. _ (_) _ _ _ _ _ _ _ _
7. _ _ _ _ (_) _
8. _ _ _ _ _ (_)
9. _ _ _ _ (_) _
10. _ _ _ _ (_) _ _ _ _

● If you have written the correct word in each of the spaces, another word from your vocabulary list will appear in the brackets. This word means a person who searches for valuable minerals.

● Teachers may wish to make similar acrostic puzzles for the word lists that accompany other chapters, or have students make their own acrostic puzzles.

● Similar puzzles can also be made up for the names of important places or people which appear in this chapter. Students should be able to identify the following names when encountered in the chapter:

Henry Kelsey	explorer/fur trader
Anthony Henday	explorer/fur trader
Alexander Mackenzie	explorer/fur trader
Simon Fraser	explorer/fur trader
David Thompson	explorer/fur trader
Sir George Simpson	Governor of Hudson's Bay Co. Territory
Lord Selkirk	Owner of Hudson's Bay Co., founder of the Red River colony
Captain James Cook	British navigator and explorer
Captain George Vancouver	British navigator and explorer
Capt. Bodega y Quadra	Spanish navigator and explorer
Catherine Schubert	Overlander
James Douglas	Fur Trader/Governor of British Columbia

Biocards on Mackenzie and Schubert appear in this chapter. Students might be asked to make biocards on the others as part of the research activities for this section.

● This chapter deals with a large area of Canada. As a result, many new place names are introduced in this chapter. The most important are listed in the map activity section. You may wish to use these place names in vocabulary development, spelling drills, and word games and puzzles too.

Getting Started

● Again, it is suggested that teachers familiarize themselves with the Advance Organizer on *Canada: Growth of a Nation* pages 174-75 before planning this unit. Using the Advance Organizer as an outline, it is possible to identify seven basic topics or lessons to be covered in this unit on the westward expansion of Canada:

1. Introduction to Canada in the late 18th and early 19th centuries: immigration and expansion.
2. Fur trade and Western Exploration
3. Lord Selkirk's Red River Colony
4. Culture Conflict: The Impact of European farmers on the traditional Metis and Indian way of life.
5. The Fur Trade on Canada's Pacific Coast.
6. Gold Rushes in British Columbia.
7. The Formation of the British Columbia Colony

Each of these topics could easily fill several instructional periods; the amount of emphasis and time given to each will depend on teachers' location and curriculum goals. For example, classes in Ontario and Manitoba might spend more time on the westward expansion of the fur trade and the Red River colony, while teachers in British Columbia might wish to stress the Pacific Coast fur trade and the gold rushes.

Teachers who have access to the whole CANADA: GROWTH OF A NATION history study program should familiarize themselves with the following materials before planning this unit: Rosemary Neering, *Fur Trade*, Rosemary Neering, *Gold Rush* (both in the GROWTH OF A NATION series); Rosemary Neering and Dan Birch, *Growth of a Nation* study prints, particularly those dealing with

the fur trade, Red River colony, gold rushes, and early British Columbia history.

There are several possible ways of introducing the topic of westward exploration and expansion. A good beginning is a brainstorming session on modern population distributions in Canada. This will call for some hypothesizing on the part of your students. Present them with a map showing patterns of Canadian population today, and point out that over 60% of all Canadians live in Ontario and Quebec. Ask students to share suggestions on the possible causes of these patterns.

With a large wall map or overhead projector transparency map of Canada in 1800, introduce the notion of a vast western region as yet largely unexplored or settled by Europeans. Stress that the region was at the time largely inhabited by native peoples and some Metis. Describe the great herds of buffalo and the hunting lifestyles of the Plains Indians and the Metis.

Give students a list of Canadian cities and their founding dates. Then, with the aid of a map of Canada, have students see if they can find any general patterns. Show a film on the life of an explorer such as Alexander Mackenzie or Simon Fraser.

Following the introductory activity with a general overview of the chapter topic, using the Advance Organizer. As you go through the Advance Organizer, have students begin to consider the following questions that they will be answering as they work through the unit:

1. Why was Canada's western region settled long after the eastern part of the country?
2. Where did the people who came after the Loyalists to settle Canada come from?
3. What things motivated people to explore the unknown lands of the west (compare to earlier explorers, voyages of discovery)?
4. How did the coming of European settlers to the West affect the native Indians and Metis who lived there?
5. What current issues in Canadian life arise from the later settlement of the West and from the reasons for its settlement?

These questions can later form part of the evaluation that follows completion of the chapter and unit.



Developmental Activities

● A major field study Many school districts in Western Canada are within a few hours' travel time of an historic site or museum that focuses on one of the major themes of westward expansion of Canada. Field studies can include pretrip research, planning of the trip itself, preparation of route maps, collection of information while at the site, photography and drawing for model making, and interviewing.

● Have students plan a major westward exploration trip. They will have to find out what supplies, equipment, skills etc. they will require for the trip. (This can be very effective in conjunction with an outdoor school experience which includes canoeing and woodcraft).

● Prepare a classroom wall timeline on the exploration of western Canada. New information can be recorded as it is discussed or covered in readings, lectures, etc. The events chronicled by this timeline should include:

- a) The formation of the Northwest Company
- b) Captain Cook at Nootka Sound, 1778
- c) Mackenzie Reaches the Arctic Ocean, 1789
- d) Mackenzie Reaches the Pacific, 1793
- e) The Red River Colony, 1811
- f) The Hudson's Bay Company and Northwest Companies join, 1821
- g) Fort Victoria established, 1842
- h) Fraser River Gold Rush, 1858
- i) British Columbia becomes a Colony, 1858
- j) Cariboo Gold Rush, 1860

Other dates you might wish to include would be:

- a) Fraser's discovery of the Fraser River
- b) Thompson's discovery of the Columbia River
- c) Establishment of Fort Edmonton
- d) Establishment of Fort Langley

● Make a circular time chart showing the daily activities in the Saskatchewan District fur trading posts based on the following data:
Daily Activities in Saskatchewan District Fur Trading Posts.

June to early September

- tending gardens
- cutting firewood
- repairing fort structures

Late September to early October

- canoes arrive
- goods unpacked and inventoried
- some trading-men watch storehouse
- gathering garden produce

October

- finish repairs around fort
- cutting firewood
- collect hay for horses
- lay up canoes for winter
- hauling meat from hunters' tents

— some men leave to winter on Plains

November to February

- some trading throughout winter
- major employ of most men is cutting firewood
- hauling meat
- clearing snow from yard
- making soap
- making charcoal for smith
- tradesmen very busy:
- smith making steels, awl blades, repairing guns

& hatchets

— carpenter repairing structural problems, directing wood cutting for various repairs & canoe, boat building

— tailor making Indian clothing and repairs and making clothing for men

— copper making kegs

March

- begin building or repairing fur press
- hauling ice and snow into meat storage house
- cutting firewood
- making pemmican
- building or repairing boats and canoes
- major trading period begins — men watch

trading store

April

- begin repairs of fort
- repairing canoes and boats
- packing fur bundles
- clearing and preparing garden

May

- pitching and gumming canoes
- cleaning winter debris from buildings and yard
- second major wave of trading — men watch

store

- finish packing fur bundles and pemmican
- clearing and preparing garden

End of May

- planting garden
- most men leave with eastbound canoes and boats

Note: Saturdays were often reserved for light or special duties, e.g., cleaning fort. Sundays were always rest days.

● Working in four groups, make four murals showing the activities at the fur fort in each season. Label your murals winter, spring, summer, and fall.

● Students will encounter the following place names in this chapter of *Canada: Growth of a Nation*. The teacher should be familiar with the locations of these places before working through the chapter with the class.

Ottawa Valley
 Fort Prince of Wales (also called Fort Churchill)
 Red River
 Vancouver Island
 Fraser River
 Columbia River
 Nootka Sound
 Oregon Territory
 Victoria
 Nanaimo
 New Caledonia (also called British Columbia)
 The Cariboo
 New Westminster
 Barkerville
 Yale

Students should be provided with outline maps of Canada, and should mark in these places as they are mentioned in the chapter.

● The journey from Montreal to Fort Chipewyan was done largely by water. The voyageurs would take their canoes along the following water bodies on their way to Fort Chipewyan:

Ottawa River
 Mattawa River
 Lake Nipissing
 French River
 Lake Huron's north shore
 Lake Superior's north shore

Rainy Lake
 Lake of the Woods
 Winnipeg River
 Lake Winnipeg
 Cedar Lake
 Saskatchewan River
 North Saskatchewan River
 Pembina River
 Athabaska River
 Lesser Slave Lake

On maps of western Canada, show the voyageurs' route to Fort Chipewyan. Put a dot at the west end of Lesser Slave Lake and label it Fort Chipewyan. Use the scale in your atlas to find how far the voyageurs travelled between Montreal and Fort Chipewyan.

● In 1789, Alexander Mackenzie followed the river that bears his name to the Arctic Ocean. Four years later he reached the Pacific Ocean at the mouth of the Bella Coola River. He started both trips at Fort Chipewyan. On your map of western Canada, draw in the routes you think he followed on each of these trips. Use a different colour for each trip.

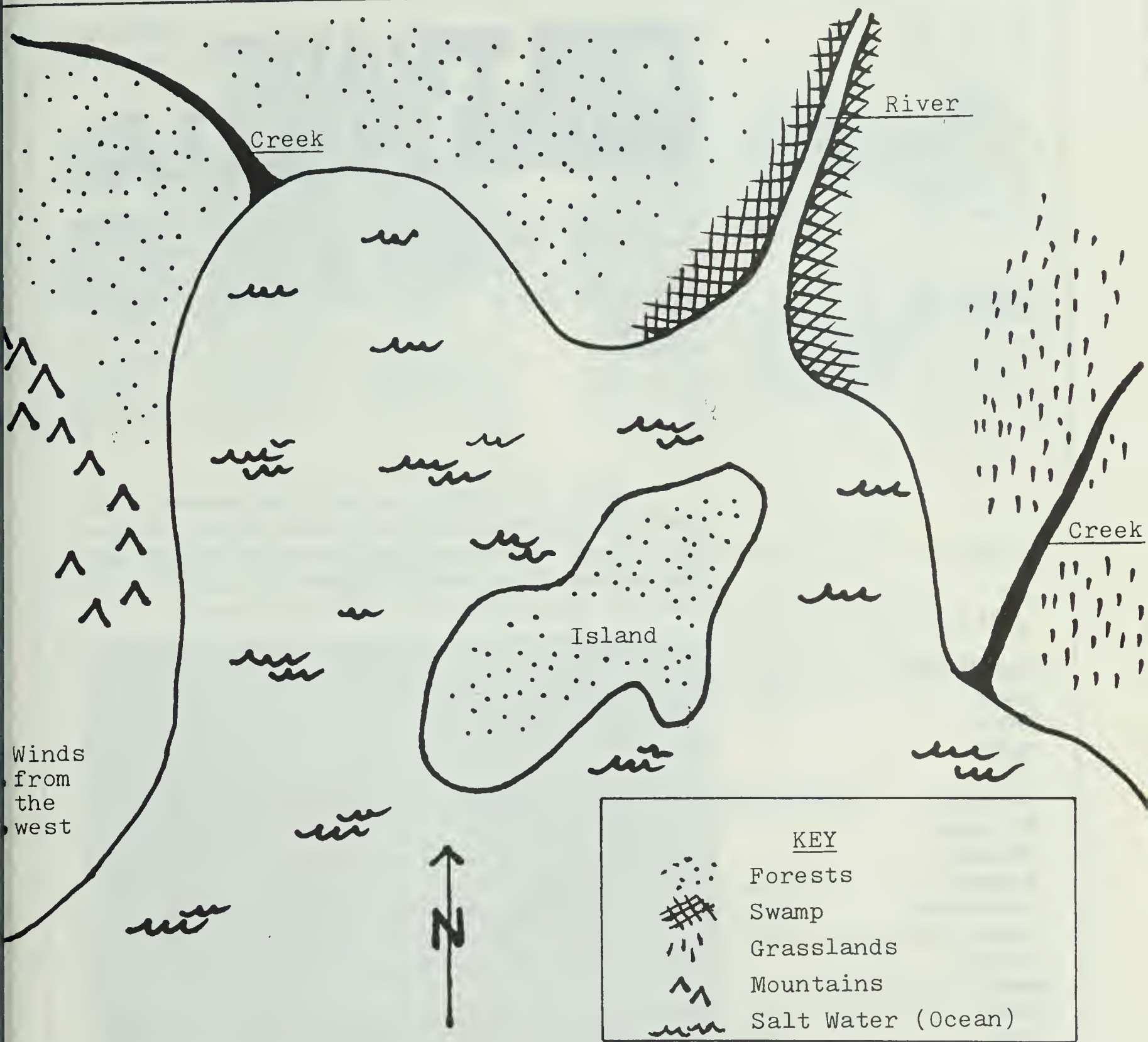
● Find the best location for a fur fort. Read *Fur Trade* by Rosemary Neering and look at the study prints in *Growth of a Nation* that deals with the fur fort (study prints 1 and 5).

● Then do the fur fort site worksheet.



A FUR FORT SITE

Using the information you have learned, put an arrow on the map to show the place where you would build your fort.



Why did you choose that location?

FUR TRADE WORD PUZZLE

In the square of letters below, you will find the twenty fur trade words listed beside the square. You may find a word like this: Hudson; or like this: nosduh; or like this:

h	or like this: n	; like this: h	; or this: n
u	o	u	o
d	s	d	s
s	d	s	d
o	u	o	u
n	h	n	h

When you have found all of the twenty words (circle them as you find them), the five letters you have left will spell another word that has something to do with the fur trade. Then, use all of these words to fill in the blanks in the sentences that follow the puzzle.

The Words:

beads

beaver

canoe

Cook

Fort Garry

fur trader

Hudson

Kelsey

Mackenzie

maps

Nootka

otter

pack

seal

size

Thompson

traps

Vancouver

voyageur

west

B S V O Y A G E U R

T E V B E A D S O E

H M A P S P A R T D

O P N V L W E S T A

M A C K E N Z I E R

P C O O K R I O R T

S K U H U D S O N R

O P V C A N O E T U

N S E N O O T K A F

F O R T G A R R Y L

Advance Organizer (174-175)

Expansion ADVANCE ORGANIZER

Word List
develop inland region
drought interfere sandbar
expedition overland source
headquarters prospector strait

1



In the early 1700s, Europeans had not yet come to the western part of Canada. The native people lived as they had done for hundreds of years. But their way of life was soon to be threatened. In 1778, a British sailor, Captain James Cook, landed at Nootka Sound on the Pacific shore. He was followed by other British, Spanish and Russian explorers. European influence on the Canadian West had begun.

2




By 1783, an explorer from Montreal had reached the Pacific Coast. Alexander Mackenzie was the first European to cross North America to the Pacific. He was followed by Simon Fraser, David Thompson and others. Fur traders for the Hudson's Bay Company and North West Company pushed into all parts of the Canadian West.

3



In 1811, Lord Selkirk planned a settlement for Highland Scots in the Red River area near the present city of Winnipeg. The pioneers came by sea, landing at Hudson Bay. There were no roads. The settlers made their way inland to the Red River. In spite of great hardships, the colony survived. It was the first European settlement in western Canada.

4




The Indians at first welcomed these new visitors. They did not know that the settlers would later put an end to their roaming way of life on the Prairies.

5




The Hudson's Bay Company set up fur posts on the west coast in the 1840s. Fort Vancouver and Fort Victoria established the British in this area.

6



The discovery of gold, first near the Fraser River, then in the Cariboo region, attracted prospectors from all over the world. To preserve control, Britain created a new colony named British Columbia in 1858.

7



Governor James Douglas maintained law and order over the unruly miners in British Columbia. The new British colony developed and grew, nearly 5000 km away from the Canadian across the continent.

- When did James Cook land at Nootka Sound? Where is Nootka Sound? What sort of people did he meet there?
- What did Alexander Mackenzie do that no other European had ever done?
- Why did the fur traders explore more and more of the land we now call Canada?
- Who planned the Red River settlement? Who came to live there?
- What was the Indians' first reaction to the new settlers?
- Which company established Fort Vancouver and Fort Victoria? Why?
- What were the "prospectors" looking for? What was the name of the new colony established in 1858?
- Who was James Douglas?

- 3. Why were the Highland Scots forced to leave their homes?
- 4. What was the underground railroad?
- 5. Look at a map of Scotland. Find out where the Highland and Lowland Scots came from.
- 6. What was the combined population of Upper and Lower Canada by the 1850s?

Irish Immigration (178-9)

- 1. In what ways was life difficult for the Irish in Ireland after the 1600s?
- 2. What was their main food? Why was there famine in 1846?
- 3. How many people left Ireland to come to Canada in 1867? How many actually stayed in Canada? What happened to the others?
- 4. What sort of jobs did the Irish immigrants take? Why?
- 5. On Pages 176-179, you will find information on how English, Scots and Irish immigrants were received by people who already lived in Canada. How do you feel about people who come to live in Canada today from places such as Poland, the Caribbean, Britain, Italy or Central America? Find out about these peoples' reasons for coming to Canada. Discuss how these reasons are different from the early immigrants'.

The Great Migration (176-77)

- The date in the first line of page 176 should be 1800s.
- 1. Give five reasons why a new wave of immigration into Canada began when the European Napoleonic wars ended in 1815.
 - 2. Give three reasons why Lowland Scots found it easier than the Highland Scots to succeed and be accepted in Canada.

reasons, and how our attitudes to immigrants have changed.

6. Imagine you have just left Ireland for Canada. Write a description of the conditions on board your ship. Explain your reasons for leaving Ireland, and describe the kind of life you would like to have in Canada.

The Fur Trade and Exploration (180-181)

1. Who built Fort Prince of Wales? Why did this company build forts like this one?
2. How was the French method of conducting the fur trade different?
3. What was Rupert's Land?
4. Why, do you think, did the competition between the Hudson's Bay Company and the North West Company result in increased exploration of western and northern Canada?
5. Why were the furs from the north of especially high quality?
6. Was Alexander Mackenzie from the Highlands or Lowlands of Scotland?
7. Make a cardboard model of a voyageur's canoe. Decorate it with designs like those shown in the pictures on pages 180 and 191.
8. Imagine you are a very old beaver. You lived in western Canada before the expansion of the fur trade. Tell a story to grandchildren about your life before the fur trade and how the coming of the fur traders and trappers changed things.
9. Find the words and music to a voyageur's paddling song. Sing the song. Do a mime or creative movement activity showing how voyageurs paddled their canoes in time to the music.

The Red River Colony (182-183)

1. Where did the Red River settlers come from?
2. What had they heard about Red River?
3. Why were they leaving their homes?
4. Why were North West Company traders opposed to the settlement?
5. Who were the Metis? Why were they opposed to the settlement?
6. Who was Peter Rindisbacker?
7. When did the Hudson's Bay Company and the North West Company join together?
8. Locate the Red River settlement on your map of Canada.

9. Write three different paragraphs describing the Red River Settlement, one from the point of view of a Scottish settler, one from the point of view of a North West Company official and one from the point of view of a Metis.

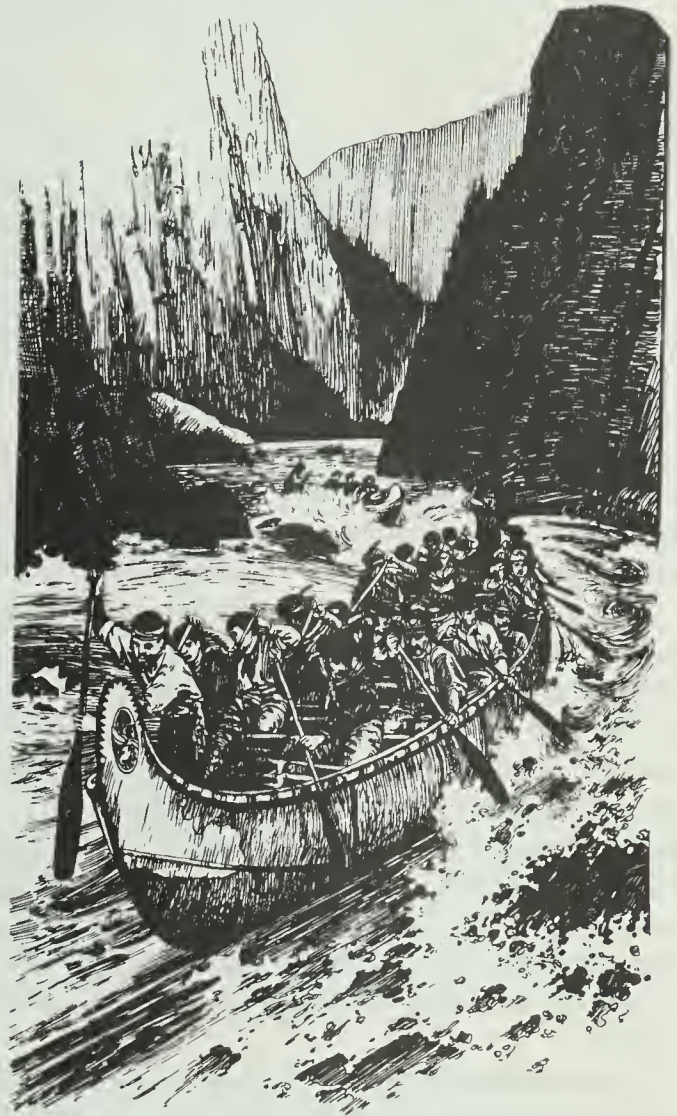
Exploring the Pacific Coast (184-185)

1. Who is credited as being the first European to reach the Pacific coast of Canada by ship? What was he looking for?
2. What kind of pelts did his crew take away with them?
3. The city of Vancouver is named after an early explorer. Who was he and when did he reach the Pacific coast?
4. What four nations competed for the Pacific fur trade?
5. What happened to the sea otters? Look up the word "extinct" in your dictionary.
6. Refer to *Canada: Growth of a Nation* Chapter One (The First Canadians) to find out how the people of the Northwest coast lived up until the arrival of Europeans, first by sea and later overland. Draw or paint a picture, or write a story or poem, describing the first visits of Europeans to the native peoples' villages.



Fort Victoria (186-187)

1. Where was New Caledonia? (Mark it on your map.)
2. Where was the Oregon Territory? (Mark it on your map, too.)
3. Where was Fort Vancouver?
4. Why was James Douglas sent north to establish a new Hudson's Bay Company headquarters? Where did he locate the new fort, called Fort Victoria?
5. What did settlers around the new fort do?
6. How far was Fort Victoria from what was then "Canada"?
7. What was found in New Caledonia that changed the history of Canada?
8. How did the gold rush change Fort Victoria?
9. On a map of the world, find the two possible routes from Montreal, in Lower Canada to Fort Victoria in New Caledonia. One way went overland, using the difficult routes explored by the voyageurs. The other went by sea, round the tip of South America.
10. Think of some reasons why people rush to places where gold has been found. Try to find out more information about the life of the prospectors. Did many of them succeed in making their fortunes?
11. Catherine Schubert has received a lot of attention for being the first white woman to cross the Rockies. But hundreds of Indian women had done the same thing before her. Why don't we read about them in history books?



The Gold Rush and After (188-189)

1. How many people arrived in New Caledonia in 1858?
2. What was the name of the new British colony on the mainland?
3. What was found in the Cariboo in 1860?
4. What were the Royal Engineers sent to do?
5. List some changes brought about by the gold rush that outlasted gold fever.
6. Read *Matthew Baillie Begbie* and *James Douglas* in THE CANADIANS series (Fitzhenry & Whiteside). What might have happened to British Columbia if the British government had not acted quickly to create a Crown Colony at the time of the gold rush?



Chapter 8

Confederation

Overview

In the middle of the nineteenth century, what is today Canada was just six small and somewhat isolated British colonies and a vast fur trading territory controlled by the Hudson's Bay Company. Each of the British North American colonies was small in population; all were economically and politically weak, and dependent on Britain, thousands of kilometres across the sea, for protection. In addition, most of the colonies suffered from internal political dissension.

No colony suffered more from political divisions than the United Canadas, formed when the colonies of Upper and Lower Canada were united in 1840. Divided into two provinces, Canada West and Canada East, but ruled by one legislature, the colony had been in constant turmoil since its creation, with English Protestants forming the majority in Canada West and French Catholics the predominant group in Canada East. The colony was also split into Conservative and Liberal, or Reform, camps. These divisions had left the colony in a state of permanent political deadlock.

As the nineteenth century wore on, both the North American colonist and the British government became aware of the vulnerability of the British North American colonies, particularly to attack by the United States. The American Civil War, which began in 1861, spawned fears of American invasion, for the British were trading with and appeared to support the Confederates. Britain's North American colonies, bordering the northern states, were likely targets of a retaliatory attack.

In the United Canadas, Reform leader George Brown proposed a union — or Confederation — of all the British colonies in North America as a solution to the deadlock in the legislature of that colony. Working closely with Conservative leaders John A. Macdonald and George Etienne Cartier, Brown convinced a majority of Canadian legislators that Confederation was the answer. Britain, for a different reason, agreed. The British government saw the proposal as a means of strengthening the colonies against the threat of American attack. It was also eager to find a way to reduce or end the expense of ruling and defending the colonies.

In Atlantic Canada, the leaders of the Maritime colonies — New Brunswick, Prince Edward Island and Nova Scotia were also considering the possibility

of joining their three colonies into one for increased political and economic strength. At the time, they were not thinking of a union on the scale proposed by George Brown. However, the leaders of the Canadas contacted the Maritimers, asking to be allowed to attend the conference on the proposed Maritime Union, to be held in September 1864.

At the Charlottetown Conference, the Maritime Union proposal received only brief discussion. Attention was quickly focused on the Canadians' proposal for Confederation, which had the official support of Britain's Governor General in Canada, Lord Monck. Most of the Maritime politicians supported the proposed Confederation scheme, and the proposal was accepted in principle. The details were left to be worked out at a second conference, to be held in Quebec City.

Delegates from the United Canadas and the Maritime colonies were joined by observers from Newfoundland at the Quebec Conference in October 1864. In secret meetings they hammered out the form that the proposed Confederation would take. The biggest question facing the Quebec Conference delegates was, "What form of government should Confederation have?"

Basically there were two conflicting views of how the proposed union should be governed; as a federal union or as a legislative union. The basic difference between the two lay in the amount of power given to the central government. In a legislative union, all government power would rest with the central government. There would be one parliament for all of Canada, making all the laws affecting the people who lived there. This was the type of government that Great Britain had at the time. In a federal union, there would be two levels of government, with power shared between the two levels. This was basically the form of government that existed in the United States.

Critics of legislative union feared that minority groups would suffer if there was only one level of government. The French-speaking Canadians of Canada East, for example, feared that legislative union might see an English-speaking majority in Parliament take away their rights, as had happened to the Irish at the hands of the British. The Maritimes also feared the potential loss of control over their own affairs if the central government were to be dominated by the representatives of Canada West or Canada East. On the other hand, opponents of a federal union pointed to the experience of the United States

where, they said, too much power in the hands of the states had led to secession and the American Civil War.

In the end, a federal union was agreed upon. However, mindful of the experience of the United States, the delegates at Quebec gave the central government much greater powers than those given to the American Congress in Washington. Before Confederation became reality, however, it still had to pass two hurdles. The first was approval by the legislative assemblies of the colonies, the second was approval by the British Parliament in London.

Debate over the proposed Confederation was heated. Newfoundlanders rejected Confederation by an overwhelming majority in an election called after the Quebec Conference. So did voters in Nova Scotia, New Brunswick, and Prince Edward Island. In Canada East, several French-speaking leaders feared that Confederation could wipe out their language and culture, but in general Confederation had the support of politicians and religious leaders. In Canada West some critics felt that the proposal gave French Canadians too much power, but there was also widespread support for the scheme. Following heated debates in the legislature of the United Canadas, Confederation was approved. For a while, it appeared that only Canada East and Canada West would be joining Confederation — and they were already united.

The Fenian raids helped make Confederation a reality. The raids, carried out in 1866, by Irish exiles living in the United States, were intended to be a retaliation for the cruel treatment and dispossession of their lands that Irish Catholics had suffered at the hands of the British. The Fenians thought that they would be supported in their attack on British territory by the French Canadians and by Irish Catholics living in Canada. The invasion of Canada by the Fenians was a dismal failure, but it reminded the voters of Nova Scotia and New Brunswick of the colonies' vulnerable position in the face of attack. In elections that year, voters returned pro-Confederation governments to Nova Scotia and New Brunswick. Prince Edward Island remained opposed to the scheme.

With the approval of three colonies, the resolutions passed at Quebec were sent on to London. Delegates from the North American colonies came to act as observers at the London sessions, but they could not vote on what would become the constitution for Confederation. That vote had to take place in the British Parliament, where, in March 1867, the resolutions passed at Quebec became the British North America Act.

On July 1, 1867, the British North America Act was officially proclaimed by Queen Victoria. Sir John A. Macdonald became the first Prime Minister of Canada, leader of the government located in the new national capital of Ottawa. The new country had taken its first steps toward nationhood. It had four provinces — Ontario, Quebec, Nova Scotia and New Brunswick — and greater powers of self-government than the colonies had ever before enjoyed. But in many ways, the new country of Canada was still a British colony. Britain was still responsible for Canada's defence and for its diplomatic representation abroad. It would be many years before Canada acquired these essential features of an independent nation.

Key Concepts

- **A Confederation** is, in general, a group of people or organizations who work together for a common goal. In the specifically Canadian sense, Confederation was the joining, in 1867, of three of the British North American colonies into a new Dominion of Canada. This Confederation formed the beginning of a Canada that would one day stretch from British Columbia to Newfoundland.
- **Constitution** This is the framework of rules — or laws — that enables a country to organize and govern itself.
- **Government** This term can mean either the way a country is run, as in the term parliamentary government, or the group of people — such as MP's — who help run a country.
- **Federal Government** has two levels: provincial and central. Canada's central — or federal — government is based in Ottawa.



Learning Objectives

- Canada became a nation by agreement and natural development rather than by revolution.
- Confederation occurred as a solution to the various problems that were facing the British North American colonies.
- Before Confederation, there were seven separate colonies in British North America. After Confederation, the nation of Canada existed. At that time it only had four provinces, but others were added gradually.
- Canada has a federal system of government. The power to govern is shared between the central government in Ottawa and the provincial governments.
- The British North America Act, which was an act of the British Parliament, formed Canada's first constitution. It set out the rules on how Canada was to be governed.
- Canada did not become a fully independent, self-governing nation on July 1, 1867, but it set off on the long road to independence.

Vocabulary Development

- This chapter introduces some of the most difficult vocabulary young readers will encounter in the social studies program. Unfortunately, when discussing political or constitutional history there are some words that must be used, and they are usually polysyllabic. Special care should be taken to ensure that all students have at least a rudimentary understanding of words such as "constitution," and "government."

The following words are found in the word list on page 193 of the student text:

<i>absentee</i>	<i>conference</i>	<i>independent</i>
<i>civil war</i>	<i>constitution</i>	<i>parliament</i>
<i>coalition</i>	<i>delegate</i>	<i>proposal</i>
<i>common</i>	<i>federal</i>	<i>republic</i>
<i>confederation</i>	<i>identity</i>	<i>resolution</i>
		<i>union</i>

- One way of introducing both the new vocabulary and the key concepts of this chapter is to have a class constitutional conference. The constitution can be designed to establish a set of rules for classroom behaviour, for activities on the playing field or for any other purpose that seems appropriate. During this activity students can take on the roles of delegates, make proposals, and vote on resolutions. This acting-out of the new concepts may help to make abstract ideas and vocabulary more concrete for young students.

Getting Started

Before planning the unit on Confederation, it is suggested that the teacher gather all available resources on the Canadian parliament and political system appropriate for student use. The student should also identify high profile current constitutional issues or topics that may serve to illustrate some of the concepts developed in this chapter. As usual, the teacher is also encouraged to go over the Advance Organizer as part of the pre-planning process.

The Advance Organizer suggests that this unit can be grouped into five main themes, each one of which may require several lessons:

1. What is Confederation? (Introductory lesson)
2. Canada on the eve of Confederation
3. Arguments for and against Confederation
4. The Confederation Conferences and the British North America Act.
5. Confederation: A New Nation is born.

One possible way of starting this unit is to have students explore a current events issue arising from Canada's constitution — a dispute between your province and the federal government over control of natural resources, for example. Another way is more subjective and values oriented; have students brainstorm about the topic "What does Canada mean to me?"

Alternatively, start with a lesson based on the first box of the Advance Organizer on *Canada: Growth of a Nation* page 192, developing the central concept and vocabulary of the unit before reviewing the other boxes of the Advance Organizer as a preview of the unit.

Developmental Activities

- Organize a field trip to your provincial parliament or legislature.
- Participate in a federal, provincial, or municipal election should one be called during the term. Students can then see first hand how Canada's democratic electoral system operates.
- Hold a New Confederation Conference in which student delegates try to come up with a new set of provinces and a new constitution for Canada.
- Examine the list of federal and provincial powers on page 208 of the text. Have students select one federal and one provincial power, and find out which ministry of each level of government is responsible for that power. Write to those ministries and find out what services they provide. Prepare class reports on the findings.



pictures of the various flags that have been the official flags of Canada over the years

- The following place names occur in this chapter:

Charlottetown

Ottawa

Quebec City

- Copy the map of Canada in 1865 (*Canada: Growth of a Nation* page 195) onto an outline map of Canada. Make up symbols for the Confederation Conferences, draw the symbols at Quebec and Charlottetown on the map and write the names of these cities beside the symbols.

- Make up symbols for the Fenian raids, and draw these symbols in the appropriate places on the map.

- Give the map a legend box, copy the symbols into the box, and label them.

- Title the maps "Canada just before Confederation."

- Using the maps on page 195, the text, and an outline map of Canada, prepare a map titled "The New Country of Canada, 1867." (Note to the teacher: Students may need to use an atlas to find the border between Ontario and Quebec. Note also that the northern boundary of the Province of Canada in 1866 was still the northernmost extent of Ontario and Quebec in 1867.) Use felt pens or pencil crayons to colour the four original provinces. Then use a fifth colour to colour in the rest of British North America. Draw this colour in the legend box and label it "British territories and colonies."

- Use your atlases for this question. If the ship carrying the Prince Edward Island delegates to the Quebec Conference travelled at 20 km/hr, how long did it take the delegates to reach Quebec?

- Interview your local Member of Parliament or Member of the Provincial Parliament or Legislature. Write a newspaper or magazine article on the job of an elected representative of the people.

- Find out when Canada received its own national flag. Make a report on your research. Illustrate it with



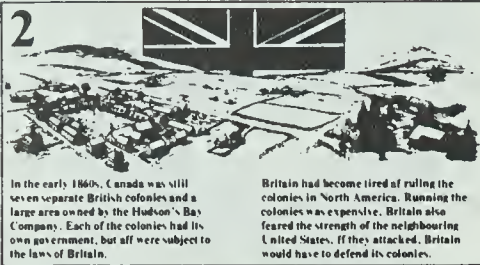
Advance Organizer (192-193)

Confederation ADVANCE ORGANIZER

Word List
absentee confederation federal proposal
civil war conference identity republic
coalition constitution independent resolution
common delegate parliament union

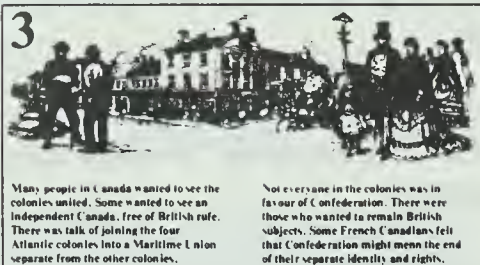


1
Confederation. What does it mean? A confederation is a group of people or organizations brought together for a common purpose. The Confederation of Canada brought together a number of colonies. They became provinces in a stronger unit, the nation. Each province has its own government. But there is another level of government — the federal government — that governs for the people of all the provinces.



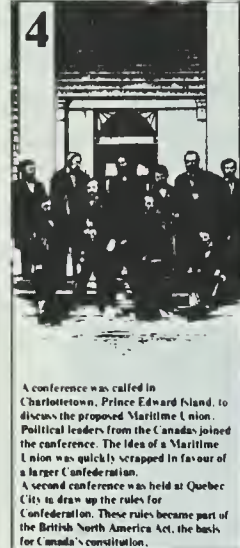
2
In the early 1860s, Canada was still seven separate British colonies and a large area owned by the Hudson's Bay Company. Each of the colonies had its own government, but all were subject to the laws of Britain.

Britain had become tired of ruling the colonies in North America. Running the colonies was expensive. Britain also feared the strength of the neighbouring United States. If they attacked, Britain would have to defend its colonies.

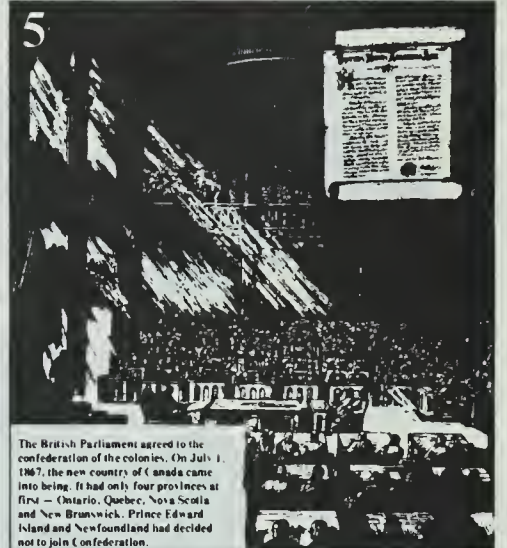


3
Many people in Canada wanted to see the colonies united. Some wanted to see an independent Canada, free of British rule. There was talk of joining the four Atlantic colonies into a Maritime Union separate from the other colonies.

Not everyone in the colonies was in favour of Confederation. There were those who wanted to remain British subjects. Some French Canadians felt that Confederation might mean the end of their separate identity and rights.



4
A conference was called in Charlottetown, Prince Edward Island, to discuss the proposed Maritime Union. Political leaders from the Canadian colonies joined the conference. The idea of a Maritime Union was quickly scrapped in favour of a larger Confederation. A second conference was held at Quebec City to draw up the rules for Confederation. These rules became part of the British North America Act, the basis for Canada's constitution.



5
The British Parliament agreed to the confederation of the colonies. On July 1, 1867, the new country of Canada came into being. It had only four provinces at first — Ontario, Quebec, Nova Scotia and New Brunswick. Prince Edward Island and Newfoundland had decided not to join Confederation.

192 CONFEDERATION

ADVANCE ORGANIZER 193

- What is a Confederation?
- What did Canada consist of in the early 1860's?
- Why was Britain tired of ruling its colonies in North America?
- Was everyone in favour of uniting the colonies? If not, why not?
- What was the Charlottetown conference called to discuss?
- What was the Quebec conference called to discuss?
- What was the name of the act that formed the basis of Canada's constitution?
- When did the new country of Canada come into being?
- How many provinces did it have at first?

- 5. Give three reasons why some people did not want Canada to be a united, independent country with ties to Britain.
- 6. Who led the government in the colony of the United Canadas in 1864?
- 7. What is meant by the term "federal union"?
- 8. What is a "stalemate"?
- 9. Who ran Rupert's Land?

Introduction (194-195)

1. How many separate British colonies were there in what is now Canada up until the middle of the nineteenth century?
2. When was the American Civil War?
3. Why did the American Civil War make the British fear that their colonies might be invaded?
4. Why would it help if the colonies banded together?

The Creation of the National Capital (206-207)

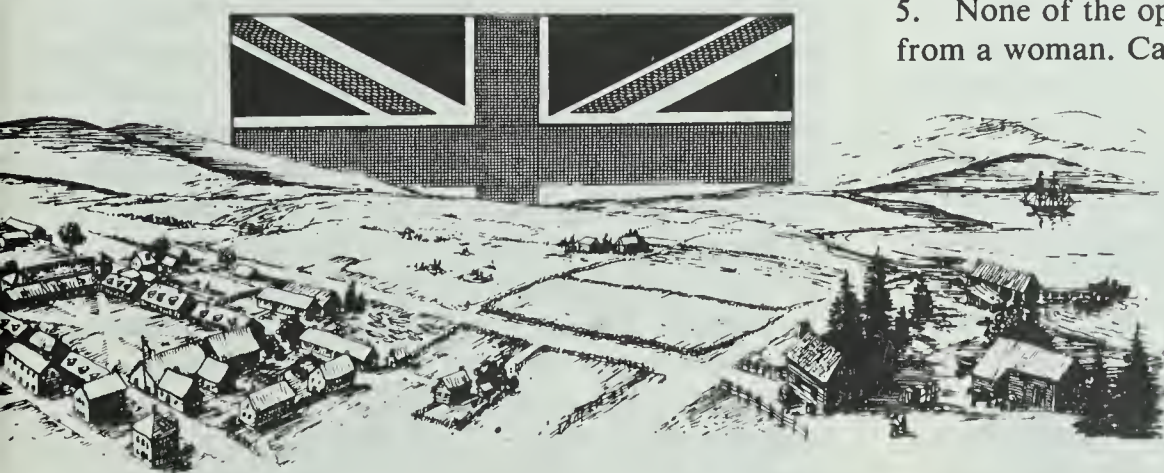
1. Who chose Ottawa as the capital of the United Canadas, and why?
2. When were the Parliament Buildings begun? What happened to them?
3. When was the first "Dominion Day"? What is the same celebration called today?
4. Read the description of the first Dominion Day celebrations. Make a class mural to illustrate the occasion.

The Conferences (200-201)

1. Which colonies took part in the Charlottetown Conference? Which did not take part?
2. What was the original purpose of the conference?
3. What was the Canadians' proposal?
4. What was the result of the Quebec conference?
5. What had to happen before Confederation could take place?
6. Study the biocard of Joseph Howe. Do some research, then make up similar biocards of two other Fathers of Confederation.
7. You are a delegate at one of the Confederation Conferences. Write a letter home about what you are doing at the Conference.

The Fenians (202-203)

1. Who were the Fenians? What were they fighting for?
2. Why were the Fenians in North America?
3. Why did they attack Canada?
4. What was the reaction of the Canadians when the Fenians crossed the Niagara River?
5. How did the Fenian raids strengthen the arguments for Confederation?
6. When was the last public hanging in Canada?
7. Read General Monck's appeal for volunteers to fight the Fenians. Write a speech to be made to a group of volunteers before they set off for Niagara, encouraging them to fight for Canada.



Confederation: A New Nation (204-205)

1. Which legislative assemblies approved the Confederation resolution? Which rejected it?
2. Who made the final decisions on Confederation?
3. Where was the British North America Act passed?
4. What were the four provinces of the new Dominion of Canada?
5. What does the Latin phrase "*A mari usque ad mare*" mean? Where does it come from?
6. Why did the designers of Confederation choose this motto for the Dominion of Canada?
7. What is the difference between the federal government and provincial governments?
8. Make a large wall chart of the government diagram on *Canada: Growth of a Nation* page 205. Use different colours for the different parts of the government.
9. Try to find out how a law is made.
10. Prepare either: a) A newspaper special edition for July 1, 1867 featuring the events leading up to Confederation or b) A taped radio news special on the Confederation debates.

The Confederation Debates, The Debates Continue (196-199)

1. List all the people in *Canada: Growth of a Nation* pages 196-199 who were in favour of Confederation.
2. List all the people in *Canada: Growth of a Nation* pages 196-199 who were opposed to Confederation.
3. On the basis of all the views you have read on these four pages, write a summary of the arguments for and against Confederation.
4. Stage a Confederation Debate of your own. Have people play the parts of the characters mentioned here, and recite their speeches. Add some viewpoints of your own.
5. None of the opinions on these four pages comes from a woman. Can you give some reasons for this?

Chapter 9

Joining the Pieces

Overview

Confederation in 1867 had seen the creation of a fledgling nation called Canada. This new nation had only four provinces — Ontario, Quebec, Nova Scotia and New Brunswick — and the area that they covered was considerably smaller than the combined area of Ontario and Quebec today. Much of the rest, which is now northern and western Canada, was the property of the Hudson's Bay Company under its Royal Charter. This vast Hudson's Bay territory was known as Rupert's Land.

In 1869, the new Canadian government purchased the Hudson's Bay Company lands, greatly increasing the area of the country. Now, only British Columbia, Prince Edward Island and Newfoundland remained British territories. The Canadian government was particularly anxious to settle the vast prairie portion of the newly acquired territory in order to prevent possible American expansion into the area.

At the time, there were very few European settlers in the prairies. Most of the region's inhabitants were Plains Indians or Metis, the latter being the descendants of marriages between French or Scottish fur traders and native Indian women. Only in the Red River colony were there any significant numbers of European farmers and settlers to be found.

The Metis and the Indians were chiefly hunters and fur traders. The buffalo was their chief source of food and their lives largely revolved around the buffalo hunt. The Indians and Metis feared that European farming activities would endanger their traditional hunting and trapping activities. Already there had been clashes between the Metis and the Red River colonists which had resulted in bloodshed.

But European Canadian expansion into the former Hudson's Bay lands was not to be stopped. The Canadian government sent a party of surveyors into the region during the early winter of 1869, *before* the land had officially been transferred from the Hudson's Bay Company to the Canadian government. This highhanded gesture by the Canadians angered the Metis, who set out to defend their rights by preventing the Canadian party from entering the Red River area.

The Metis took over the Hudson's Bay Company's Fort Garry and set up their own provisional government to administer the colony until the transfer to Canada was complete. The Metis provisional government set forth a statement of traditional Metis rights which they wished to see preserved after entering

Canada. This Metis Bill of Rights, as it was called, would be the basis of Metis negotiations with the government in Ottawa.

The Metis provisional government was faced with some opposition from the small group of Canadian settlers in the Red River area. Especially hostile and provocative were some of the young hotheads in the fanatically anti-Catholic Orange Order. One of the Orangemen openly expressed his contempt for the Metis after his arrest for refusing to accept the rule of provisional government. The Orangeman, Thomas Scott, was tried on a charge of insubordination and executed. His death aroused great anger in predominantly Protestant Ontario and a force of British troops and Canadian militia was sent west to put down the Metis rebellion.

When the soldiers arrived, they found Fort Garry abandoned. The fight they were longing for to avenge the death of Scott never occurred. Ironically, by the time the soldiers arrived, negotiations between the Metis and Ottawa were nearing completion in an agreement which would see virtually every demand in the Metis Bill of Rights met. In fact, the Red River colony was to achieve self-government and become a province rather than a territory of Canada, something the Metis hadn't even asked for. But the Metis did not enjoy a long period of control over their own affairs, as a steady influx of Canadians from the east reduced them to a minority in their own homeland within a few decades.

Part of the Hudson's Bay Company lands in western Canada had been made into a Crown Colony by the British even before the sale of the territory of Rupert's Land. British Columbia was set up as a colony in 1858 as word of gold finds along the Fraser brought a sudden influx of prospectors, most of them Americans, prompting British fears of American annexation of the territory. A second gold rush in the Cariboo region of B.C. in 1860 brought more settlers and prospectors and British troops were brought in to build roads and show the flag. In 1866, the colonies of British Columbia and Vancouver Island were joined to strengthen and consolidate these British holdings on the northwest coast of North America.

Financial troubles and petty squabbles between Vancouver Island and mainland colonists led to discussion of the possible benefits of joining the five provinces of Canada in Confederation. Pro-confederation was strongly felt on the mainland. Vancouver Island colonists, fiercely loyal to Britain

and contemptuous of the “inferior” Canadians opposed the idea. Elections were fought, won and lost, over the issue. The two principal antagonists over the Confederation issue were Amor de Cosmos for the pro-confederation forces and Dr. John Helmcken for those who opposed the proposed union. In the end, de Cosmos won and conditions for British Columbia’s entry into Confederation were negotiated. One of the key demands that British Columbia made was the construction of a railway linking B.C. to the rest of Canada within 10 years. Ottawa agreed, and British Columbia joined Confederation on July 20, 1871.

British Columbia and Manitoba were not the only provinces to join Confederation in the decade following 1867. Prince Edward Island, which had voted against Confederation after the Quebec Conference, changed its mind in 1873. Problems with absentee landowners and the costs of railway building led to the colony joining Canada in exchange for Ottawa promising to meet some of the costs involved in buying back land held by overseas owners and in the construction of the railway on the island.

The railway was completed by 1881 as promised, but, before its completion it had already played a major role in the history of western Canada. Railroad construction into the west during the early 1880’s had brought a large scale influx of settlers onto the prairies. Some of them were farmers; others were American whisky traders selling their cheap alcohol to the Indians. There were also the members of the Northwest Mounted Police, formed in 1873 to protect the Indians from the whisky traders and to prevent the violence that had characterized the settlement of the American west.

With the coming of the railway, the number of European settlers on the prairies increased dramatically. The buffalo were soon wiped out or driven from their grazing lands, leaving the Indians and Metis without their traditional sources of food. The Indians who had been moved onto reserves after signing treaties that guaranteed them the protection of the Canadian government, suffered particularly badly.

The Canadian government was slow to respond to the plight of the Indians and Metis after the passing of the buffalo. Angry and frustrated, the Metis, led by Louis Riel who had been in exile since shortly after the Metis rebellion of 1869, and the Indians rose in 1885 in rebellion against the government of Canada. The rebellion which had been sparked by legitimate grievances over broken promises sparked an angry reaction in eastern Canada where the rage over the death of Thomas Scott sixteen years earlier had not yet been vented.

Sir John A. Macdonald, determined to put down the rebellion in short order, sent both army units and the NWMP into action against the rebel forces. The

Metis and their Indian allies won a few battles, but hungry and ill-equipped, they were no match for the heavily armed troops they faced and the rebellion was quickly ended. Louis Riel was captured and put on trial for treason.

Riel was found guilty and executed, a verdict and a sentence that are still hotly debated today. Many at the time felt that Riel died to avenge the death of Scott, a victim of anti-Catholic, anti-French sentiment among Protestant Ontarians. His death brought strong and angry reaction in Quebec, kindling flames of protective nationalism in the face of a growing isolation and alienation from Protestant, English-speaking Canada.

Railway construction was interrupted only briefly by the Northwest Rebellion and shortly after the fighting ended the last spike was driven near Golden, B.C. The railway linked all of Canada from sea to sea. Great trainloads of Eastern European immigrants arrived on the vast grasslands of the western prairies to begin new lives as farmers and to end forever the traditional nomadic buffalo hunting way of life of the Plains Indians.

By the end of the 19th century, Canada’s frontier was beginning to shift northwards. The building of the railway and the end of the Metis and Indian ways of life had marked the passing of Canada’s west as a wild frontier. The Klondike Gold Rush of 1898 saw the creation of a new exciting northern frontier, one whose rich resources drew and still draw prospectors and other seekers of wealth northward.

Key Concepts

- **Change**
- **Culture Conflict**
- **Transportation and Communication**
- **Rebellion**
- **Human Rights**
- **National Expansion**
- **Exploitation of Natural Resources**



Learning Objectives

Upon completing this chapter, the student should be able to state orally or in writing:

- The purchase of Rupert's Land from the Hudson's Bay Company greatly expanded the size of the new Canadian nation.

- Metis' fears of the loss of their lands and culture led to the formation of a provisional government. Demands by the Metis that their traditional rights be protected led to the creation of the province of Manitoba in 1870.

- British Columbia, scene of major gold rushes in the early 1860's, joined Confederation in 1871 after being promised that a railroad would be built linking it to the rest of Canada.

- Prince Edward Island joined Confederation in 1873 after receiving promises from Ottawa that lands belonging to absentee landowners would be bought back.

- The North West Mounted Police were formed in 1873 to protect the Indians of the Plains against whisky traders from the United States.

- Treaties signed by Ottawa with the Plains Indians ended their traditional way of life as buffalo hunters and led to them being placed on reservations.

- Metis and Indian grievances over the loss of their old ways of life led to the Northwest Rebellion of 1885.

- Louis Riel, leader of the Metis, was tried for treason and executed in 1885. His death drove a wedge between English and French-speaking Canadians.

➡● The growth of railways and the development of new means of communication greatly changed Canada during the 1880's. The most important development in transportation was the completion of the Canadian

Pacific railroad, linking British Columbia to eastern Canada.

- The Klondike Gold Rush of 1898 saw thousands of would-be miners pour into the Yukon. To keep the resource rich area from falling into the hands of the Americans it was made a territory of Canada.

Vocabulary Development

- Students will encounter several new words in this chapter of *Canada: Growth of a Nation*. Some, such as "treaty," are defined in context as well as appearing in the glossary. These words have not been included in the word list with the Advance Organizer. Words that should be developed with your class before or while working through this chapter are:

dependent
depression
persecute
provisional

rebel
reserve (noun)
surveyor
transcontinental

- Students will have encountered two of these words, "rebel" and "surveyor," in previous chapters, so only simple review should be required.

- One idea for development of this vocabulary is to have students draw cartoons illustrating each of the new words. The cartoons can then be labelled with the new word and with a student written definition of the new word. Students can use the glossary to find the meanings of the new words but should be able to write definitions for the new vocabulary in their own words after doing so. Student cartoons of new vocabulary words can be displayed on a bulletin board along with a large version of the word itself.

- After this vocabulary development activity, students should write their definitions in their own words in their notebooks or Social Studies dictionaries.



● It is suggested that a separate word list be included for each major area covered in this chapter. The following categories and words are just a suggestion. They could be incorporated into Topic booklets covering the following:

1. North West Mounted Police

<i>ammunition</i>	<i>detachment</i>	<i>massacre</i>
<i>authenticate</i>	<i>enlist</i>	<i>petition</i>
<i>barracks</i>	<i>federal</i>	<i>rank</i>
<i>confederacy</i>	<i>grievance</i>	<i>recruit</i>
<i>counterfeit</i>	<i>investigate</i>	<i>treason</i>
<i>customs</i>	<i>license</i>	<i>treaty</i>

2. Building of the Railway

<i>avalanche</i>	<i>glacier</i>	<i>peat</i>
<i>barren</i>	<i>Conservative</i>	<i>profit</i>
<i>blizzard</i>	<i>grade</i>	<i>shanty</i>
<i>canyon</i>	<i>land boom</i>	<i>opposition</i>
<i>Liberal</i>	<i>maimed</i>	<i>shunt</i>
<i>contractor</i>	<i>muskeg</i>	<i>speculator</i>
<i>dynamite</i>	<i>resign</i>	<i>surveyor</i>
<i>fraud</i>	<i>navvy</i>	<i>trestle</i>

3. Klondike Gold Rush

<i>caravan</i>	<i>El Dorado</i>	<i>poke</i>
<i>claim</i>	<i>mother lode</i>	<i>prospector</i>
<i>cribbing</i>	<i>nugget</i>	<i>register claims</i>
<i>dispatch</i>	<i>pay dirt</i>	<i>sluice box</i>

Children enjoy making their own word search or crossword puzzles. This would be easier if an assignment were given previously to discover the meaning of each word in one of the above sections.

● Another suggestion is to prepare flash cards and scramble each word.

Category: Klondike

(Prospector)

CSPTOORPRE

Have children work in teams to (1) discover the word and (2) describe its meaning.

Getting Started

As suggested for previous sections in this Teacher's Manual, a valuable 'jumping-off' point is outlined in the Advance Organizer on pages 210-211. Each of the numbered boxes can form the basis for one or more classroom lessons. This unit therefore could be divided into 9 lessons or topics:

1. The Hudson's Bay Co. Sells Out to Canada
2. Metis and Indians Become Rebellious
3. Metis Form Provisional Government
4. J. A. Macdonald Promises a Canadian Railway
5. Settlers Head West
6. Decline of the Indian's Mainstay — The Buffalo
7. Development of the N.W.M.P.
8. Northwest Rebellion
9. Continued Settlement of the Maritimes

Although not mentioned in the Advance Organizer, The Klondike, found on pages 242-243, is an exciting unit of study for the children, particularly those in B.C. Although this chapter in *Canada: Growth of a Nation* refers to the Yukon Gold Rush in the late 1890's — a more detailed study of the B.C. Gold Rush could be undertaken. This could include:

- Methods of Gold Mining
- The Rush to B.C.
- Bill Barker and Barkerville
- Inflation of Consumer Goods

A useful supplementary text for this study would be the GROWTH OF A NATION series, Rosemary Neering, *Gold Rush*. Others from this same series are:

- Rosemary Neering, *North West Mounted Police*
- Rosemary Neering, *Building of the Railway*
- Rosemary Neering, *Settlement of the West*

Also useful as resource materials are the GROWTH OF A NATION study prints numbers 7-29.

Many different approaches have been suggested for introducing the previous chapters of *Canada: Growth of a Nation*.

Most have provided questions that stimulate discussion, help recall facts or encourage hypothesizing. Perhaps now your students are prepared for formal note-taking. This would give you an opportunity to either prepare a formal lecture as an initial introduction; show a film related to this period in Canadian history; or call in an expert. You could combine any of these ideas and provide a good basis for note-taking. Not only does this encourage good listening skills but also gives you an opportunity to know the children have all received a strong basis for this chapter.

If your class has not undertaken formal note-taking before, prepare them. Provide them with a worksheet with sub-headings to help organize their notes, discuss the purpose of the exercise, run through a "pretend" lesson, help with abbreviating and editing — and make sure the lecture is stimulating. It would be helpful for the student if you planned your lecture to follow the outline in the Advance Organizer. That way anything missed could be made up later.

Students can subsequently discuss their notes in class or in groups and a final draft can be compiled as a class activity. Individual assignments could be submitted for marking or used to complete a booklet pertaining to this period of Canadian history.

Developmental Activities

- Divide your class into 3 or 9 groups and assign the period of history covered in Box 1 of the Advance Organizer to one group, Box 2 to another, and so on. Have each act as reporters, writers and interviewers to relay the events surrounding each box orally or on tape. This would work well for role-playing, and for developing questioning techniques.

- Make a large wall or bulletin-board map of Western Canada. Have students develop symbols to represent the key events covered in this chapter. As each event is covered, students place the symbol on the map and enter and label the symbol on the map legend. This may be extended by adding mural sections depicting the events symbolized on the map.




Advance Organizer

(210-211)

Joining the Pieces


ADVANCE ORGANIZER

1




In 1867, Canada had four provinces. Much of northern and western Canada was still mainly inhabited by native people. It was much as they had for centuries. The Hudson's Bay Company owned most of these lands. The new Canadian nation purchased Rupert's Land and the Northwest Territories from the Hudson's Bay Company in 1869. Canada wanted to bring settlers to farm the Prairies.

2



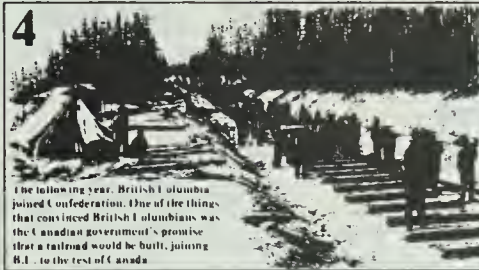
The Métis and Indian people of the West were fur traders and buffalo hunters. They were afraid that farming settlers would bring an end to their way of life.

3




The Métis rebelled against the Canadians. They formed their own government to protect their rights. Among the leaders of the Métis was Louis Riel. A force of British soldiers ended the rebellion. In 1870, Manitoba became the fifth province of Canada.

4




The following year, British Columbia joined Confederation. One of the things that convinced British Columbians was the Canadian government's promise that a railroad would be built, joining B.C. to the rest of Canada.

5



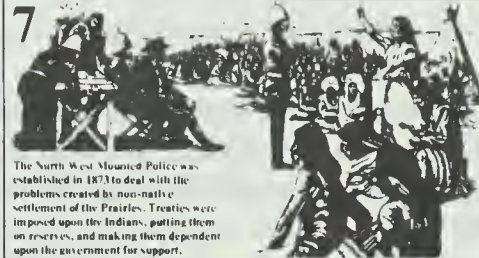
Once the railroad was completed, more immigrants came west by train. Some settled in cities that grew up along the rail line. Others came to farm the rich lands of the Prairies.

6



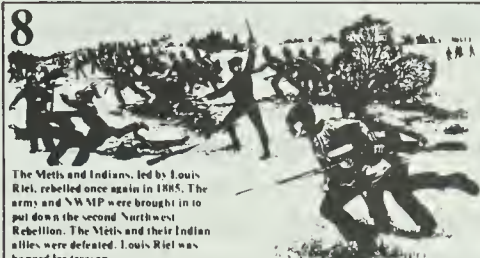
Settlement of the Prairies destroyed the way of life of the western native peoples. Traders brought alcohol that ruined many lives. Canadian and American hunters killed most of the buffalo, the main source of food for native people of the area.

7




The North West Mounted Police was established in 1873 to deal with the problems created by non-native settlement of the Prairies. Treaties were imposed upon the Indians, putting them on reserves, and making them dependent upon the government for support.

8



The Métis and Indians, led by Louis Riel, rebelled once again in 1885. The army and NWMP were brought in to put down the second Northwest Rebellion. The Métis and their Indian allies were defeated. Louis Riel was hanged for treason.

9



In 1873, while the Prairies were being settled, Prince Edward Island joined Confederation. The Canadian government promised to buy back the island's farm lands from landowners living in England, and would pay for a railroad across P.E.I.

Word List

dependent
depression
persecute
provisional

rebel
reserves
surveyor
transcontinental

The Hudson's Bay Company Sells Rupert's Land (212-213)

1. How much money did the Hudson's Bay Company want for Rupert's Land? How much did it actually receive?
2. Why did Canada want to buy the Hudson's Bay Company lands in the northwest?
3. What parts of Canada were actually once part of Rupert's Land?
4. Besides the money, what is another reason why the Hudson's Bay Company sold Rupert's Land to Canada?
5. Go to the library or encyclopedia and find out about the westward expansion of the United States after the Civil War.
6. Not all areas of Rupert's Land were reported to be desirable. Captain John Palliser lead an expedition to the Prairies in 1857 and sent a report back describing his opinion of the land. What did he report? Was his report proven true or false?
7. Why do you think that the government of Canada and the Hudson's Bay Company failed to take into consideration the wishes of Indians and Métis when the sale of Rupert's Land was discussed?
8. Do you think they were right to ignore their wishes? Why?

9. Discuss why the Hudson's Bay Company would want to keep selected land rather than turn over all of Rupert's land to the Canadian government.
10. Make a map of North America in 1869. On it include:
 - a) Canadian provinces
 - b) Canadian territories
 - c) American states
 - d) American territories
 - e) British colonies
 - f) British territories
11. Make a legend and a title for your map and put it in your note book.
12. Draw up an Agreement of Sale for the purchase of Rupert's Land. Perhaps your parents have the Agreement of Sale to their house — use this to help you.

The First Riel Rebellion (214-15)

1. What was the most important event each year for the Métis?
2. List three of the rights demanded by the Métis in their Bill of Rights.
3. What is a provisional government?
4. In what way was the farm of the Métis like that of the *habitant* in New France?

5. Find out how the Metis hunted buffalo. (Note to the Teacher: Rosemary Neering's *Louis Riel* is a good source for this.) Make a report on your findings.
6. The Metis followed many traditions. Locate information on the following Metis activities and prepare a short report.

- a) The Metis Running Buffalo
- b) Preparing the Meat
- c) Modes of Transportation
- d) Metis Home

7. Do you think it was right for Ottawa to send surveyors onto Indian and Metis lands without permission? How would you feel if someone came onto your family's land and started surveying it for a road?
8. Thomas Scott was executed for insubordination. In your own words define insubordination. Then, read the account of Scott's death in Rosemary Neering's *Louis Riel*. Do you think the Metis were right in executing Scott? What else might they have done?

Read the list of rights on page 215 that the people of Red River were demanding. Do you think these were reasonable requests? Why?

9. Write a short story about a Metis buffalo hunt.
10. Role-play the trial and death of Thomas Scott.

Manitoba Joins Canada, 1870 (216-17)

1. Who was the leader of the Metis in 1870?
2. List three of the provisions of the Manitoba Act.
3. In what year did Manitoba become a province?
4. What does the Cree word "Manitou" mean?
5. Find out how a Red River cart was made.
6. Why were the Protestants in Ontario so opposed to rights for the French-speaking Metis in Manitoba? Refer to the Metis Bill of Rights as you discuss this question.
7. In Canada's history, English-speaking people have denied rights to French-speaking people and Protestants have denied rights to Catholics far more often than the other way round. Why do you think this is so? Discuss this in light of the fact that one third of all Canadians are French-speaking and half of Canada's population is Catholic.
8. Discuss the statement "Louis Riel is the true father of Manitoba."
9. Riel could not take his seat in Parliament. He knew that he would be arrested if he went to Ottawa. Do you feel that it was right for Canada to order the arrest of a member of Parliament who had merely stood up for what he felt was right for his people?

10. The Metis men disliked farming. They considered it undignified to work with their hands. Whose responsibility was it to tend the farms? Do you agree that farming is undignified?
11. Make a model of a Red River cart.
12. Copy the map on page 217 onto an outline map of Canada. Make a legend and a title for your map and put it in your notebook.
13. Why are British Columbia, Prince Edward Island and Newfoundland shown in white on this map. Choose a colour symbol for what these three areas were in 1870. Include this symbol in your map legend and label it.

British Columbia Joins Canada, 1871 (218-19)

1. What was British Columbia promised in return for joining Confederation?
2. When did the British Columbia colony unite with the Vancouver Island colony to form one colony?
3. When did British Columbia become a province of Canada?
4. Read Rosemary Neering's *Gold Rush* and prepare a report on each of British Columbia's two gold rushes.
5. There were many ideas as to where B.C.'s capital should be. Find out all the places that have been B.C.'s capital. Locate these on a map. Why was it moved so many times? Do you think Victoria is a convenient capital city for B.C. now?
6. Who were the Royal Engineers? Why were they so important to the development of B.C.?
7. Do you feel that the people of British Columbia got a good deal when the colony joined Confederation in 1871?
8. Make a visual display of mining techniques used in the British Columbia gold rushes.
9. Copy the map on page 219 onto an outline map of Canada. Make a legend and a title for your map. Then, put it in your notebook.
10. On a map of B.C. locate the following Heritage Sites:
 - a) Fort Langley — the Hudson's Bay Company post where James Douglas was sworn in as the first governor of B.C. on November 19, 1858.
 - b) Fort St. James — site of a North West Company post built in 1806.
 - c) Kamloops — a Hudson's Bay Company trading store built in 1821.
 - d) Ladner — site of 15 foot granite obelisk erected in 1861 marking the Canada-U.S. boundary.
 - e) Nanaimo — the bastion erected in 1853 is still standing.

f) Vancouver — a cairn at Prospect Point marks the spot where the paddlewheeler S.S. The Beaver was wrecked on July 26, 1888.

g) Victoria — Craigflower Manor — Headquarters of a Huson's Bay Company farm completed in 1856.

h) Craigflower School — Oldest (1855) school west of the Great Lakes.

i) Helmcken House — Heritage House built in 1852, now a museum.

Prince Edward Island Joins Canada, 1873 (220-221)

1. Give two reasons why Prince Edward Island joined Confederation.
2. Why did the people of Prince Edward Island have second thoughts about joining Confederation after having rejected it in 1867?
3. List the 3 major occupations in Prince Edward Island in the 1860's.
4. What is an absentee landlord? Why are such people a problem to an agricultural area like P.E.I.?
5. There is concern about foreigners buying up good land in P.E.I. today. The provincial government has passed laws restricting the rights of outsiders to own land on the island. Do you think they are right in doing so?
6. Ship building was an important commercial business in Prince Edward Island. What types of ships were built during this period? Present your answers pictorially.
7. Who was Prince Edward? What other place names originated from the British Monarchy?
8. Copy the map on page 221 onto an outline map of Canada. Make a legend and a title for your map and put it in your note book.
9. Make a series of large wall maps showing the changing provinces of Canada from 1867 to 1873.

Toronto in the 1870s (222-223)

1. What contributed most to the growth of Toronto as a business centre in the 1870's?
2. What was the pride of Toronto's waterfront in the 1870's?
3. What invention linked Toronto to Europe and the United States?
4. Although Toronto was fast becoming a sophisticated city, there was still evidence of its younger days in amongst the new buildings. What were these reminders?
5. Find out about railway building in Canada during the mid-19th century. Make a report on your findings. Prepare a wall map of Canada's railways in the 1870's.
6. Toronto was incorporated as a city in 1834. Before that, it had been the capital of Upper Canada and was known as Muddy York. Use reference material in your school or city library to discover why Toronto was formerly known by the name of Muddy York and why its name was changed to Toronto.
7. Many of the following are Heritage Sites in or around Toronto. Choose 5 of the following and tell of their importance or historical relevance.
 - Black Creek Pioneer Village
 - Brown House
 - Campbell House
 - Casa Loma
 - Colborne Lodge
 - Fort York
 - Gilbraltar Point Lighthouse
 - Mackenzie House
 - Massey Hall
 - Osgoode Hall
 - St. James Cathedral
 - The Grange
8. How had railways helped to change the way of life in Ontario since the pioneer days of settlement following the arrival of the Loyalists in Upper Canada?
9. Make a list of all the place names mentioned in this two-page spread. Use your atlas to find each of them on a modern map of Ontario.
10. Write a short story about a boy or girl visiting Toronto in the 1870's.
11. Prepare an imaginary road map of Toronto in the 1870's. Use information about the major streets and thoroughfares from page 223 *Canada: Growth of a Nation*.

The North West Mounted Police (224-225)

Students find this unit of study most enjoyable. It is suggested that the information available on the N.W.M.P. warrants much more than one lesson. In fact, to cover the material a (2-3) week study is recommended. Much reference material is available to supplement this topic from CANADA: GROWTH OF A NATION such as:

Rosemary Neering: *North West Mounted Police*
GROWTH OF A NATION Study Prints 9-11

Jackdaws: *Riel*

Clarke Irwin
R.C.M.P.

or: Contact the nearest detachment of the R.C.M.P.
or: The Commission

Attention: Liaison Branch
R.C.M.P. Headquarters
1200 Alta Vista Drive
Ottawa, Ont.
K1A 0R2

for the 2 booklets

The Origins of the Royal Canadian Mounted Police

An Historical Outline of the Force

1. What was Fort Whoop Up?
2. How many members did the N.W.M.P. have when it was first formed?
3. Prepare a report on the N.W.M.P. and its importance in the years from 1873 to 1900.
4. The original name given to the police was changed to the Royal Canadian Mounted Police in 1924. Why was the name changed and was it a more appropriate title for the police?
5. The first detachment of troops from Ontario suffered many hardships on the Great Trek west. What were some of these hardships and how did the men endure them?
6. Jerry Potts was a Metis guide who worked for the Mounties for 22 years. Without him the N.W.M.P. would certainly have failed. Prepare an oral report on his life.
7. In 1873, the N.W.M.P. only accepted men as recruits. Today, both men and women are officers of the R.C.M.P. Why has this change taken place since 1873.
8. Read the Mounted Police motto on page 225. State in your own words what you think the motto means. Do you think it is a good motto for Canada's national police force?
9. Read the recruiting poster on page 224. Why do you think it was important for the N.W.M.P. to have men who could speak both languages? Why is it important for the R.C.M.P. to have bilingual officers today?

10. At the whisky forts, it was once said, that a man's life was worth one live horse — and a horse could be bought for a gallon of whisky. In your opinion, did these men value their lives? Why or why not?

11. Why would John A. Macdonald say "police instead of rifles" when the N.W.M.P. was established?

12. Imagine you are Superintendent Jarvis of the N.W.M.P. You have just returned from a long patrol and your cook is preparing supper. Write a letter home to your family.

(see photograph, p. 245)

13. Dramatize the following scenes of the development of the N.W.M.P.

- a) Recruiting Men
- b) Grease Trek
- c) Stopping the Whisky Trade

The Indian Treaties (226-227)

1. Define, in your own words, the word treaty.
2. Explain why Canada signed treaties with the Plains Indians.
3. Go to the library or encyclopedia to find out if all of Canada's Indians signed treaties with the government.
4. Do some research on Indian land claims in Canada today. Make a report on your findings.
5. One important person involved with the Treaty talks promised the Indians rights and privileges "for as long as the sun shines and the rivers run." This was David Laird. Discover who this man was and what role he played in the Treaty talks.
6. Besides the annual payments given to the Indians in return for their land, the Canadian government also offered the following:
 - a medal to each chief
 - a flag and new clothes every 3 years
 - ammunition, cattle, implements, seeds and teachers.

To this day, Indians who live on reserves receive various benefits from the Canadian government. Contact your nearest office of Indian Affairs to find out what these benefits are.

7. Discuss whether or not the treaties between the Plains Indians and the Canadian government were fair.
8. Is the reserve system for Indians in Canada fair? What effect does it have on Canada's Indian people?
9. Why did the treaties spell the end of the Plains Indian way of life?

The Railway (228-229)

As suggested for the N.W.M.P. unit, this study of the Railway should involve more than 1 lesson.

In order for your students to understand the background leading up to the actual construction these events should be reviewed:

1. Confederation
2. B.C. Joins Canada
3. Conservative Government under John A. Macdonald
4. Pacific Scandal

An interesting way to approach this is to dramatize the roles played by the following people:

1. John A. Macdonald
2. Donald Smith
3. George Stephen
4. Hugh Allan
5. Alexander Mackenzie
6. William Van Horne

1. Where and when was the last spike driven on the CPR? Who drove the last spike?
2. Who was the manager of the CPR during its construction?
3. What do the initials CPR stand for?
4. What was the Pacific Scandal?
5. What is a survey? How is it conducted? Why was it necessary to send surveyors out before the railway could be built? (Note to the teacher: Rosemary Neering's *Building the Railway* is a useful source for this and other research topics on the CPR.)
6. The Rockies were the greatest natural barrier faced by the builders of the CPR. What major passes were followed and who originally found them?
7. Suggest some reasons why the building of the railway was an important condition for British Columbia joining Confederation.
8. Chief Crowfoot of the Blackfoot tribe was given a lifetime CPR pass to use as he wished. Why was this privilege given to him? Do you think it helped to appease him?

9. Discuss why the CPR was known as "Van Horne's Road".

10. Make a large wall mural showing the construction of the CPR in the 1880's.

11. Use your atlas to find the CPR route from Montreal to Port Moody. Draw this route on an outline map of Canada. On your map, include the following places:

- a) Montreal
- b) Winnipeg
- c) Regina
- d) Fort Calgary
- e) The Rocky Mountains
- f) Golden, B.C.
- g) Port Moody, B.C.

12. Use a different colour or symbol to extend the CPR from Port Moody to Vancouver. Write "1885" next to Port Moody on your map. Then, write "1886" next to Vancouver on your map.

13. Make a legend and title for this map and put it in your notebook.

Building the Railway (230-231)

1. Which were most important in building the railway, machines or human and animal power? Give evidence from the pictures to support your answer.
2. What is the trestle made of? What do you see to support your answer?
3. What are the Chinese labourers in the picture doing? How do you think they feel about being so far from their homes?
4. Are the men in the picture of Great Western Railway locomotive Number 8 workers? What do you see to support your answer?
5. Why are there no women in these photographs?
6. How much did CPR workers earn in the 1880's? How much would they have left after paying their board if they worked 6 days? If they worked 7 days?



Communications (232-233)

1. When was the first telegraph line in Canada built?
2. Name the Canadian who invented the telephone.
3. Where was the first transatlantic radio signal received?
4. Find out more about one of the inventions discussed on pages 232-33. Describe its development and its importance to Canadians.
5. Find out how Alexander Graham Bell's telephone worked. Make either:
 - a) a report on your research, or
 - b) a wall chart showing how his telephone worked.
6. Discuss the importance of rapid means of communication in a country like Canada.
7. Find a picture of Sanford Fleming's "Three Penny Beaver" stamp. Draw a large picture of Canada's first stamp.
8. Find a photograph of Alexander Graham Bell's "Silver Dart". Make a picture or a model of Canada's first airplane.
9. Make a map of the time zones in Canada. Then, make a set of questions to ask your fellow students about the time in various parts of the country.
10. The first long distance telephone call was made from Brantford, Ontario to Paris, Ontario. Use your atlas to find these two towns. Use the scale to find out how far apart they are.

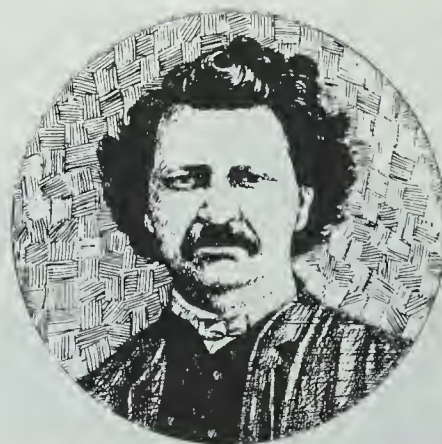
Metis and Indian Grievances (234-235)

1. What were two of the Metis and Indian grievances?
2. What had happened to the buffalo on the Prairies?
3. See "Do Some Research" activity 3 on page 245, *Canada: Growth of a Nation*.
4. See "Do Some Research" activity 5 on page 245, *Canada: Growth of a Nation*.
5. Discuss how the Metis and Indians felt about the changes that had taken place on the Prairies since 1870. (Note to the teacher: This is a good opportunity for a role-playing activity. Have students dramatize a discussion between Indian and Metis leaders about the changes that have taken place and the problems they face as a result of those changes.)
6. Why did the Indians have more problems than the Metis during the early 1880's?
7. Do you think it was right for the Canadian government not to live up to the terms of its treaties with the Indians?

8. Discuss the grievances that Canada's native peoples have today. Make a report on Indian and Metis land claims. Debate the topic "Resolved traditional native lands should be returned".
9. Louis Riel was an extremely religious man. Do you think his religious beliefs were a major factor in deciding the eventual fate of the Metis race?
10. Riel's lawyers, all from Quebec, decided Riel's only hope was to plead insanity to clear him of his charges. Do you agree with this approach? Why or why not?
11. Learn the melody and words to the Riel Marching Song. (This is Music — Book 5 p. 71.) Perform it for your class.

Battles of the Northwest Rebellion (236-237)

1. What were two causes of the Northwest Rebellion of 1885?
2. Which battle of the Northwest Rebellion did the Metis win?
3. Why did Louis Riel surrender rather than go into exile again?
4. Find out more about the Northwest Rebellion. Write a report on the rebellion. Include a map showing the main battles of the rebellion.
5. See "Ideas for Discussion" activity 3 on page 245 of *Canada: Growth of a Nation*.
6. See "Ideas for Discussion" activity 5 on page 245 of *Canada: Growth of a Nation*.
7. If you were Louis Riel would you have surrendered or fled to the United States with Gabriel Dumont? Give your reasons for your decision.
8. Use your atlas to find all of the place names mentioned in this two-page spread.



The Death of Louis Riel (238-239)

1. Why would Louis Riel not accept a defence based on a plea of insanity?
2. For what crime was Louis Riel convicted and sentenced to hang?
3. Read the jurors' comments on page 238. What do they mean when they say "recommended mercy"? What were their reasons for doing so? Would you have recommended mercy if you have been one of the jurors at the trial of Louis Riel?
4. A juror said, "We tried Louis Riel for treason. But he was executed for the murder of Thomas Scott." Discuss the meaning of this remark by the juror.
5. Do you feel Louis Riel was guilty of treason? Should he have been hung? Give your reasons.
6. How might the government of Canada have prevented the Northwest Rebellion?
7. Write and perform a short play on the trial of Louis Riel.

Montreal in the 1880's (240-241)

1. What was the population of Montreal in the 1880's?
2. What were some of the favourite pastimes of Montrealers during this period?
3. What was the reaction of French-speaking Montrealers to the execution of Louis Riel?
4. Why was "La Marseillaise" sung by 400 Montreal students on the night of Louis Riel's execution?
5. What event in their own history might the rebellions on the prairies have reminded the people of Quebec about?
6. Why did Montrealers react so angrily to the death of Louis Riel?
7. Suggest some reasons why the French-Canadians may have blamed Sir John A. Macdonald for the death of Louis Riel?
8. Although there were many wealthy residents of Montreal in the 1880's the majority of the population were poor working class citizens. These people earned \$12 after six — 12 hour days of work. Was this unfair? How had the rich become so wealthy?
9. What events have happened in the last 20 years that have caused further isolation of the Quebec people from the rest of Canada?
10. Write a newspaper article for an English language Montreal paper reporting the death of Louis Riel, and a second article in a French language Montreal newspaper discussing the reaction to Riel's execution.

The Klondike (242-243)

1. Give two results of the Klondike gold rush as stated in this two-page spread.
2. Who first discovered gold in the Yukon? Where did he find the gold?
3. For \$68 Eaton's catalogue offered a "Klondike special" — a miner's pack filled with supplies. These supplies included 500 pounds of flour, 1 pound of pepper and 200 pounds of bacon. How would miners transport such a pack to the Klondike?
4. One exclusive saloon in Dawson recorded profits of \$12,000 on opening night in 1898. What accounts for such a profit?
5. Use Rosemary Neering's *Gold Rush* and a book on the Klondike Gold Rush to prepare a report comparing the two great Canadian gold rushes.
6. Write a newspaper report as Faith Fenton (shown in the photograph on page 243) might have written it from the Klondike. Describe conditions and feelings in the gold fields.
7. Write a letter home from a miner who has just reached the top of the Chilkoot Pass. Tell your family how you feel having made that hard climb through the snow.
8. On an outline map of Western Canada, draw the routes used by gold miners to get to the Yukon. Make a legend and a title for your map, then put it in your notebook.

Chapter 10

Turn of the Century

Overview

Canada in the 1880s was still a young, pioneering country. Its economy depended primarily on its natural resources: lumber, agriculture and fishing. However, the market for these products remained in Great Britain and the United States. There was little trade between provinces. The country remained essentially a collection of scattered and separate territories with little contact and virtually no sense of nationality or common purpose. Its colonial status was emphasized by the fact that all decisions about external affairs remained under the control of Great Britain.

The period preceding World War One saw the gradual emergence of a national awareness, and recognition of a need for legislation to strengthen Canada as a nation. In 1878, Macdonald introduced the National Policy, which aimed at strengthening Canada's economic base. It provided for the completion of the transcontinental railway, imposed a high tariff on imports to protect young industries, and increased immigration to provide a larger domestic market for Canadian agricultural and industrial products. Though successful in stimulating industry in Central Canada, not all regions felt that they shared in the benefits of the National Policy.

Nor did all Canadians share in the prosperity of the period. Workers in the growing industrial cities discovered the need to unite and organize in order to make effective demands for adequate wages and safe working conditions. The Canadian labour movement has its roots in this period. At the same time, protest at the abuse of children in the workforce led to social legislation protecting the rights of children.

Women, too, recognized that in this new society their status was often that of servant or chattel. They were without rights of employment, ownership or property, opportunities to participate in government, and access to higher education. They began the struggle to achieve equality of opportunity, concentrating initially on the right to vote.

The election of Sir Wilfrid Laurier in 1896 marked the beginning of a new era. His years in office, 1896-1911, coincided with a period of prosperity and boom. His government embarked on an ambitious programme to bring thousands of immigrants to fill the vacant lands opened up by the railway. Immigrants had traditionally come from Britain and the United States; Sifton's campaign to attract additional

immigrants from eastern and southern Europe proved controversial. Large numbers of Russian, Polish, Austrian and Ukrainian settlers were added to the existing British and French populations, radically changing the nature of Canadian society. In the prairies, in particular, a national identity began to emerge which was neither British nor French, but was distinctively "Canadian." At the same time, racial tensions began to show in some areas.

In foreign affairs, Wilfrid Laurier was determined that Canadians should follow policies suited to Canadian interests, rather than automatically follow policies formulated in London for the British Empire. In spite of Britain's wish that colonies should develop a common imperial policy, Laurier pursued a distinctive Canadian policy at Imperial Conferences, refused to send the Canadian army to fight in the Boer war except on a voluntary basis, and established a separate Canadian navy rather than make a Canadian financial contribution to the British navy.

By the early 1900s, Canadians looked ahead with great optimism to the future. Canadian wheat, lumber and fish found ready markets overseas, and manufacturing was expanding rapidly. Each year thousands of immigrants arrived to fill up vacant land and swell the urban workforce. A growing recognition of human rights, reflected in social legislation, brought a sense of enlightenment to the early years of the new century. Improved communications consolidated the emerging sense of national identity. Many Canadians echoed Laurier's optimistic prediction that the twentieth century would belong to Canada.



Getting Started

Teachers should read through the chapter in advance, together with the Overview and Key Concepts list provided in this manual. The Advance Organizer breaks the chapter down into major themes or topics. Teachers and students should begin by examining the Advance Organizer and discussing its meaning, so that students are prepared in advance for the main ideas of the following chapter.

Each two-page spread examines one "topic." It is generally assumed that each topic should be examined in one lesson, but we defer to teacher's judgement here. In many cases, students could easily pursue research on a topic through several lessons; in other places, teachers may want to assign different topics to different students or groups. (A good example would be a class study of the development of Canadian towns in this period, with different groups researching Calgary, Winnipeg and Vancouver.)

The chapter could be divided into the following lessons:

1. Macdonald's National Policy and the growth of industry.
2. The emergence of trade unions.
3. The changing role of women.
4. Immigration and settlement on the Prairies.
5. Regional differences.
6. Canada's changing role in the Empire.
7. Turn-of-the-century prospects of the twentieth century.

A wealth of resource material at an appropriate reading level is available to cover this period. In the following selection, asterisked texts are published by Fitzhenry & Whiteside. In the GROWTH OF A NATION series, *North West Mounted Police**, *Gold Rush**, and *Settlement of the West** are useful, as are the *Growth of a Nation Study Prints**. CANADIANS titles *Wilfrid Laurier**, *Clifford Sifton**, *Nellie McClung**, *Hart Massey**, *Sam Steele** and *Ned Hanlan** provide more personal insight into the climate of the times. Other useful reference books include D. Fairbain's *A Nation Launched* and S. Dicks's *A Nation Beckons*, in Prentice-Hall's Canadiana Scrapbook series. More complete student and teacher resource lists are to be found at the back of this book.

Key Concepts

This list is provided for teachers, to highlight the ideas which we feel underlie the text. The concepts are defined in the context of this chapter. You may find it useful to bear them in mind while teaching this unit; if you intend to introduce them directly to the class, you may wish to modify the definitions.

- **Nationalism** The belief that nations can and should function as independent units. The philosophy behind Macdonald's National Policy, which emphasized Canada's right and ability to function as an independent country.

- **Protectionism** A system for protecting and encouraging home industries by reducing competition from foreign ones. Thus the protective tariff was a tax on imports which encouraged people to buy locally produced goods.

- **Industrialization** A big increase in the number and size of factories which refined raw materials, and manufactured goods.

- **Urbanization** As Canada became increasingly industrial, many people left the countryside to live in towns (urban areas) and work in factories.

- **Market** The people who are potential buyers of a given product. The market is governed by the size of the population, their needs, and the transportation systems available.

- **Exploitation** Making use of people for profit without considering their wellbeing or their rights.

- **Trade Unions** A group of people working in similar trades, who band together to protect and promote their rights as workers, including fair wages and safe working conditions.

- **Sexism** Prejudice against women. Because women traditionally had no choice but to be mothers or housekeepers, many people felt women did not need equal rights with men, or that they could not stand the responsibility. At the turn of the century, sexist attitudes still prevented women from going to university, choosing a career, voting, or holding public office.

- **Immigration** The arrival of groups of people from other countries to settle in this country.

- **Racism** Making negative judgements about people, or treating them unfairly (for example refusing them jobs), on the basis of their race, appearance, language, accent, or skin colour.

- **Compromise** An attempt to satisfy opposite viewpoints, as in Laurier's attempt to please both English-speaking and French-speaking Canadians.

- **Social Change** Societies are not rigid or static. They continuously change, adapting to new needs and responding to new pressures.

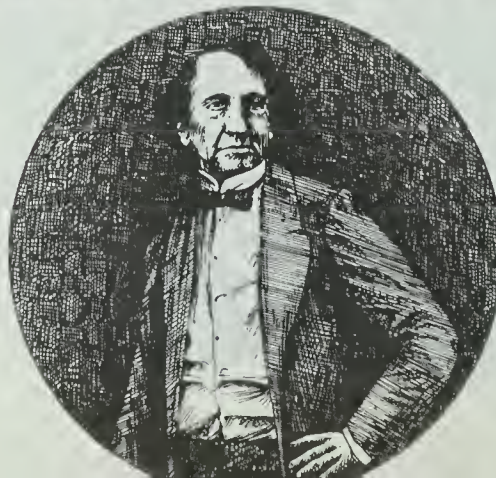
- **National Identity** The unique "personality" or distinctive characteristics of a nation and its people. In Canada's case, the sense of recognizing, and belonging to, this "Canadian-ness."

Learning Objectives

By the end of this chapter, students should have grasped the following:

- The years of the late nineteenth and early twentieth centuries saw great changes in Canadian society.
- The National Policy aimed at strengthening and unifying Canada by completing a transcontinental railway, by establishing a protective tariff to push up the price of imports, and by increasing immigration to enlarge the population (and thus the market) and farm new land.
- The protective tariff stimulated the growth of many industries in the 1880s and 1890s, especially in Central Canada. Manufacturing, mining and lumbering grew to feed the factories.
- However, the Maritime provinces did not prosper. Wooden sailing-ships, built in the Maritimes, were no longer in demand. The protective tariff damaged Maritimers' trade with nearby New England states.
- The growth of industry led to a population shift from the countryside to the towns.
- As Canada's industrial workforce grew, trade unions were established by the workers, to strive to improve their working conditions. Working days were reduced, child labour outlawed, wages increased and workplaces made safer.
- Women, who had recently been given more rights in the home (eg. divorce and child custody), began to struggle for political rights, the right to vote and hold office.


- By the early 1900s, free compulsory education was provided for everyone, but most people left school at 14 or earlier, and learned only the basics: reading, writing and arithmetic.
- The Liberals, under Laurier and Sifton, encouraged immigration from Central Europe on a massive scale. (Previously, most immigrants had come from Britain and the US.)
- The immigrants came to Canada to find relief from poverty, freedom of religion, and increased opportunity to make good. Most of them did find these things; but for many, the early years were made difficult by prejudice, the harsh climate, and the unfamiliarity of the land and language.
- The rapid settlement of the prairies led to the creation of the new provinces of Alberta and Saskatchewan in 1905. Winnipeg, Regina, Calgary, and Edmonton grew into important centres.
- The completion of the CPR led to the growth of Vancouver as a great port and manufacturing centre.
- Between 1896 and 1911, Laurier sought more independence for Canada within the British Empire. He also tried to work out a lasting compromise between English-speaking and French-speaking Canadians.
- Economically, politically and psychologically, throughout this period Canada and Canadians were developing a distinctive national identity. Canada was prospering, and most Canadians greeted the twentieth century optimistically.



Turn of the Century


ADVANCE ORGANIZER

1




By the 1880s, Canada stretched from sea to sea. But Canada needed people, and it needed new industries where those people could work. To achieve these things, Sir John A. Macdonald set out his National Policy.

2




In Ontario and Quebec, factories and other manufacturing plants were built from iron and steel mills were started in Ontario towns. The iron was used to make locomotives and farm machinery. Along the St. Lawrence River, textile mills and clothing factories were built. The owners of these businesses became rich and powerful.

3



Life was hard for the workers in these factories. They worked long hours for little pay, often in dangerous conditions. It took them as long as 10 weeks to get paid. Workers started organizing themselves into unions to fight for better pay and conditions.

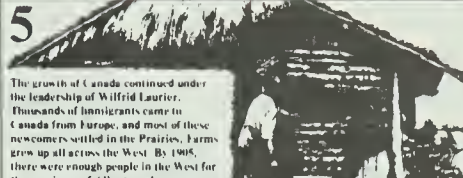
4



EQUAL SUFFRAGE


In the late 1880s, Canadian women began working to achieve equal rights. Their main goal was to gain the right to vote. Many years would pass before women had an equal say with men about the country they had built together.

5



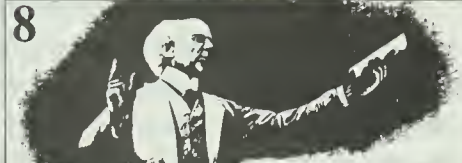
The growth of Canada continued under the leadership of Wilfrid Laurier. Thousands of immigrants came to Canada from Europe, and most of these newcomers settled in the Prairies. Farms grew up all across the West. By 1905, there were enough people in the West for the provinces of Alberta and Saskatchewan to be created. Further west, in British Columbia, the completion of the railroad and the growing mining and logging industries brought prosperity.

7



Central Canada continued to prosper with the expansion of manufacturing. In the northern parts of Ontario and Quebec, mining and logging were important. Ontario began to overtake Quebec as an industrial centre.

8

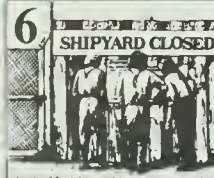


Under Laurier, Canada became more active in world affairs. Laurier participated in imperial conferences. Canadian troops fought in the Boer War in Africa.

The world was amazing rapidly at the start of the twentieth century. Canada was enjoying prosperity as its population and industries grew. Sir Wilfrid Laurier predicted that the twentieth century would belong to Canada.

Word List
conditions
factory
illegal
immigration
industry
policy
reform
suffragette
tariff
textile
trade union
workplace

6



In the Maritimes, things were not going as well. The great age of wooden ships was passing. Shipyards were closing. Industries in the Atlantic provinces were unable to compete with those of Central Canada.

246 N. C. 100-101

ADVANCE ORGANIZER 24

- What were Canada's needs in the 1880's? What did John A. Macdonald do to help satisfy these needs?
- Many factories, mills and industries grew up. Where were most of them situated?
- Why was life hard for the workers? How did they try to improve their lives?
- Look up the word "suffrage" in a dictionary and note down the definition. What are the women in the picture campaigning for?
- Where did most of the immigrants come from? Where did they settle? What brought prosperity to British Columbia?
- Why were the Maritimes less prosperous than central Canada?
- Two important industries were developed in northern Ontario and Quebec at this time. What were they?
- Give some reasons for Laurier's prediction that the twentieth century would belong to Canada.

Macdonald and the National Policy (248-249)

1. Who was prime minister of Canada from 1873-1878? What party did he lead?
2. Who became prime minister of Canada for the second time in 1878?
3. What were the three aims of Macdonald's National Policy?
4. How was a) the protective tariff b) the transcontinental railway c) increased immigration intended to strengthen Canada and help Canadians?
5. Do you think that the protective tariff helped a) your community or province? b) Canada as a whole? Explain your answer.
6. Find out when the railway came to your town or city. What impact did it have on the development of your community?
7. Find out more about Georges Etienne Cartier.
8. Role play a public hearing in the 1890s. Have each of the following people explain their opinion of the protective tariff. After the hearing, have a class vote on whether or not to support the tariff: a) A factory owner from Hamilton, Ontario b) A factory worker from Montreal c) A farmer's wife from Manitoba d) A lumberjack from British Columbia e) A fisherman from Nova Scotia f) A farmer from Prince Edward Island.

The Growth of Industry (250-251)

1. What was Canada's population in 1900?
2. What sort of manufacturing industries grew up in the 1880s and 1890s?
3. What made the growth of these industries possible?
4. The story of the Massey company is an excellent case study of the growth of an industry, from a small family shop to a great firm. Trace the main steps in the growth of what is now the Massey Ferguson Company.
5. How might working for someone local in a small shop or factory be different from working in a large factory employing hundreds of workers? What differences might there be a) in working conditions? b) when asking for a raise?
6. Examine *one* manufacturing industry in your community or province. Find out what it manufactures, what raw materials it uses, when it was established, where the manufactured go, how many people it employs, what skills are required to work there, and who owns the company. (Perhaps your parents can help you. Or you might interview an employee of the company.)
7. Research *one* other product manufactured in Canada. In your report, include such things as the location of the factory or industry, the source of any raw materials used, the type of energy used in the manufacturing process, a description of the product manufactured, where the products are shipped to (i.e. their market), who owns the company, and whether the company is increasing or decreasing production.
8. Research a Canadian family which has been responsible for developing a large business or industry. Some possible family industries are: Massey (agricultural implements), Eaton (department stores), Molson (brewing), Burns (meat packing), McLaughlin (automobiles), Olant (brewing), McCain (foods), Irving (various businesses), Labatt (brewing), Bronfman (finance and business).

The Labour Movement (252-253)

1. In the 1800s, how long was the average work day? How many days did people work each week?
2. When were the first trade unions established in Canada? Why was 1872 an important year for Canadian workers?
3. What is a "craft union?"
4. How was the Knights of Labour a different type of union?

5. Why were some people opposed to the establishment of trade unions?
6. How do trade unions attempt to improve working conditions and wages for workers?
7. What is meant by a) collective bargaining? b) contract? c) strike?
8. Find out more about a recent strike: a) What did the company want? b) What did the workers want? c) What eventually happened? d) With which side did you agree? Why?
9. Have a class discussion or debate on the topic, "Resolved that unions have too much power today."

Child Labour and the Growth of Unions (254-255)

1. Why were children employed in mines and factories in the nineteenth century?
2. Describe the conditions that some children had to work in, in various industries.
3. When was the first child-labour act passed in Canada? What did it do?
4. What were the aims of most trade unions by the end of the nineteenth century?
5. Examine the platform of the Trades and Labour Council, at the bottom of page 255. Why would trade unionists want each of these? Which have been achieved today?
6. At what age do you think young people should be able to start work today? Full time? Part time? Draw up a "Bill of Rights" to protect young people working today.
7. Contact the nearest government or private employment agency. Find out the regulations governing child labour today.
8. Contact a local a) trade union b) farmers' co-op c) chamber of commerce. (Your parents may be of assistance here.) Find out their objectives.
9. Read the interview on page 255 from the Royal Commission of 1889, inquiring into labour conditions. In pairs, write the script of an imaginary investigation into child labour conditions in a local mine or factory. After preparing the script, present it to the class.
10. Draw a picture or write a poem to show working conditions for children around 1900.

Women at the Turn of the Century (256-257)

1. Give three examples of inequality between men and women in 1900?
2. What sort of work did most women do before 1900?
3. When women began to work outside the home, what sort of jobs did they have?
4. What opportunities did they not have?
5. In what ways have attitudes towards women and work changed since the early 1900s? How have they *not* changed? (Read the letter from "A Lover of British Columbia" on page 257.)
6. Examine the following list of activities. For each one, decide whether you think it is suitable today for men only, women only, or both. Give reasons for your opinion. Nurse, Doctor, Lawyer, Politician, Hockey Player, Carpenter, Construction Worker, Home Maker, Truck Driver, Cook, Secretary, School Principal, Child Raiser, Airline Pilot, Soldier
7. Choose a local factory or business and find out how many women work there. Calculate this as a percentage of the total number of workers at the factory. Find out what sort of jobs the women do, compared with the men. Is the head of the company a man or a woman? What do your findings tell you about the industry or business you have chosen?
8. Find out about the role of women in the trade union movement by checking with some local trade unions. What benefits do you think unions might bring to women workers?
9. Write a brief story or dramatization set in the early 1900s about a woman who applies for admission to a university to become a doctor.
10. Make a poster demanding equal rights for women.

Women in Political Life (258-259)

1. In what province and what year did women first win the right to vote?
2. Match the item in List A with the appropriate description in List B.

List A: Adelaide Hunter Hoodless; Women's Institute; WCTU; Nellie McClung; World War I; Suffragettes.

List B: Fought drunkenness in Canadian Society; A leading suffragette; Nurses serving with army allowed to vote; Organization of women in rural areas, the Prairies especially; Fought to win women the right to vote; Worked to improve health and nutrition among children.

3. What additional roles did women play in society as a result of World War One?
4. According to the excerpt on page 258 from *The Canadian Woman*, why do women receive lower wages than men? Is this still true today? Why? What do you think the writer meant by the phrase, "this type of co-operation seems foreign to women's nature?" Do you agree?
5. Why do you think that even in the 1980's, fewer than 10% of the elected members of provincial and federal legislatures are women?
6. Research the role played by Canadian women during World War I. Why did the war help women obtain the right to vote?
7. Today's statistics show that women are not paid as much as men for doing equal work in many industries. Find out, from newspapers or from the provincial or federal government, what steps, if any, are being taken to wipe out this inequality.
8. Do some further research on women who fought to obtain equal rights. You might consider such people as Adelaide Hunter Hoodless, Nellie McClung, Emily Stowe, Agnes Macphail, Emily Murphy, Henrietta Edwards, Louise McKinney, Irene Parlby, and Cairine Wilson.
9. Have a class debate or discussion on the topic, "Resolved that we would be better governed if more women were elected to parliament."
10. Write a speech for a suffragette, to be delivered at a mass meeting in your area in 1915. The audience, both male and female, are not used to thinking of women as politicians or business people. You must alter their attitude. You should try to explain *why* women deserve equal rights, and why women's equality will benefit society in general, and your community in particular. Remember, a speech must be *persuasive*.

Schools and Education (260-261)

1. What was the school-leaving age for most children in most provinces around 1900?
2. Why did most rural children not go to school beyond Grade 8?
3. What did the schools try to teach young children?
4. Read about the "Finlander School" described on page 261. Explain at least four ways in which that school was different from yours.
5. Why was it considered necessary for the schools to teach a sense of Canadianism and loyalty to the British Empire?
6. Look at the picture on page 261 of the manual training room in Ottawa in 1901. Why did it become necessary to provide this kind of education in cities by the 1900s?
7. What do you suppose were the advantages and disadvantages of attending a one-room schoolhouse in the 1890s, like the one in the Timiskaming district pictured on page 260?
8. Read the list of rules for teachers on page 260. Write out your own set of rules for teachers today.

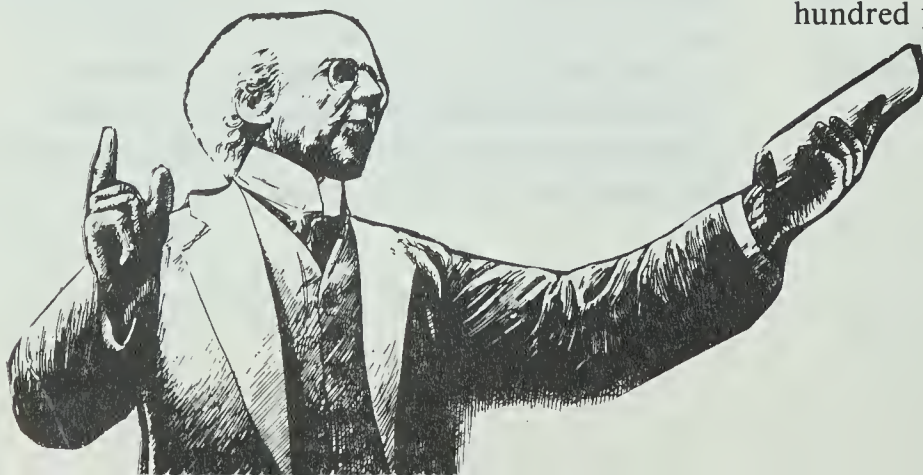
The Laurier Era (262-263)

1. Why was the Laurier era (1896-1911) often looked upon as the "golden age" of Canadian history?
2. What policy had Laurier promised to introduce concerning the tariff? Why did he change his mind after being elected?
3. Look at the Conservative election poster on page 262. What was the cartoonist trying to say?
4. Why did the government encourage the building of another transcontinental railway? Why did this eventually become the Canadian National Railway (CNR)?
5. Why did the Liberals support a new immigration policy?
6. Who was Clifford Sifton? What important part did he play in the history of Western Canada?

7. Look at the political drawings on page 263. What are the drawings trying to say? What evidence is there of a growing sense of "Canadianism?"
8. Compare Laurier's application of the National Policy with Macdonald's, which is outlined on pages 248-9. Can you explain the differences?
9. Use newspapers and libraries to find out present attitudes concerning a) free trade, trade with the US, imports and exports b) transcontinental transportation (railways, highways, airlines), communication (television, radio, satellites, etc.) and immigration (quotas, refugees, recent immigrants).
10. Prepare a bulletin-board display to show the above information. Call it "Canada's National Policy in the 1980s."
11. Have a classroom discussion or debate on the topic, "Resolved that the National Policy of Macdonald and Laurier did not serve the needs of all Canadians," or "Resolved that the National Policy of Macdonald and Laurier is as necessary today as it ever was."

Winnipeg in 1895 (264-265)

1. Describe the population of Winnipeg in the 1890s. What did most people do for a living? What did they do in their spare time?
2. Why were westerners so excited when Winnipeg won the Stanley Cup in 1896?
3. Why was the railway a key factor in the development of Winnipeg?
4. Do some research and write a description of Winnipeg as you think it might have been a) before 1885 b) in 1895 c) in 1905. Compare these accounts with a description of modern Winnipeg.
5. Make a mural to show some of the key features of Winnipeg in the 1890s. (You might include such things as the railway, grain elevators, immigrants, horse-drawn streetcars, stores, sports and recreation.)
6. Write an imaginary newspaper report describing how a team from your area wins the Stanley Cup in 1996, one hundred years after Winnipeg's historic victory. Remember to take into account the many ways in which society will have changed over the hundred years.



Immigration (266-267)

1. Give at least five reasons why living conditions were unsatisfactory in Europe around 1900.
2. Find at least four reasons why many immigrants wanted to move to America.
3. By the 1890s, many immigrants were choosing to move to Canada as well as to the United States. What attracted them?
4. What sort of immigrants did Clifford Sifton want to bring to Canada, and why?
5. Read the Presbyterian minister's feelings about non-British immigration on page 267, and compare them with Sifton's remarks on racial prejudice on page 266. Analyse the differences between their attitudes.
6. What groups are victims of racial prejudice in Canada today?
7. Canadians still have differing viewpoints on the subject of immigration into Canada. Try to find newspaper articles or letters to the editor about immigrants. Prepare a scrapbook or bulletin-board display entitled, "Immigration Today."
8. Write two short speeches, one strongly in favour of immigration from all parts of Europe and one angrily opposed to non-British immigration. In each speech, imagine your listeners disagree with your point of view. Your arguments should be convincing enough to persuade them to change their minds.

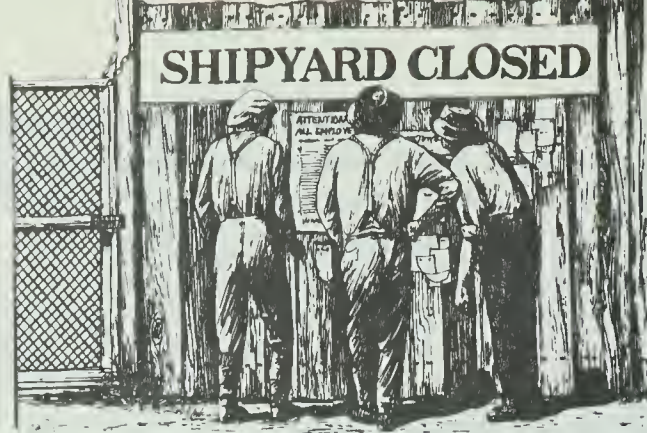
Settlers on the Prairies (268-269)

1. How did immigrants travel from their homelands to the prairies?
2. Why did many immigrants move from the Ukraine to the Canadian Prairies? In what ways were the Prairies similar to their homeland? In what ways were their new conditions different?
3. Describe how Ukrainians formed Ukrainian communities on the Prairies.
4. What religious groups settled in western Canada?
5. What was the Homestead Act of 1892? How did it encourage immigration and settlement?
6. Why do immigrants from the same country or belonging to the same religion sometimes choose to live close to one another? What are the advantages and disadvantages of this type of settlement?
7. Prepare a research report on the settlement and contribution to Canadian culture of *one* of the following groups: Ukrainian, Mormon, Mennonite, Hutterite, Doukhobor, Russian, Austrian-Hungarian, Jewish.

8. Form groups of three or four. Each group is to prepare a folder, called "Immigration to Western Canada in the 1900s." Your folder should include: a poster advertising immigration to Canada; a letter from an immigrant back to his or her homeland describing life in Canada; a map showing the railway across Canada to the area of settlement; a description of Sifton's immigration policy; a drawing of immigrants arriving in Canada.

The Prairies at the Turn of the Century (270-271)

1. At first the western settlers lived as pioneers. Describe how their lifestyle changed as they became established farmers.
2. How did new types of wheat like Red Fyfe and Marquis help to expand farming in the west?
3. How did the railway help the development of cities like Winnipeg, Regina and Calgary?
4. What problems did immigrants face in the city?
5. Which two provinces were created in 1905? What are the origins of their names?
6. Find out more about pioneer life on the Prairies. Write short reports on the following topics, using diagrams where they seem helpful: clearing the land, building a home, family life, the first towns, sports, recreation, religion, mechanization of farming.
7. Draw a map showing the nine provinces of Canada in 1905. Add the provincial capitals and the capital of Canada.
8. Write the story of a pioneer Prairie farming family. Describe their life from the time of their arrival on the Prairies until they become established farmers.
9. Write a poem or paint a picture showing how the Prairies must have been *before* and *after* the settlers arrived.



The Maritimes and Central Canada (272-273)

1. What were the main industries in Nova Scotia in the 1880's and 1890's.
2. Why did the shipbuilding industry in Nova Scotia and New Brunswick decline at the end of the nineteenth century?
3. Why did some Maritimers begin to question the whole idea of Confederation?
4. Describe how Quebec and Ontario were experiencing a period of great economic growth in industries, agriculture, mining and forests.
5. Why had pulp wood become an important industry by 1900?
6. The Maritime provinces were not prospering as much as Central Canada by 1900. Do you think that this was caused by a) the tariff b) the end of the era of wooden sailing-ships c) a small population d) distance from the large markets e) other reasons? Rank these in order. Be ready to give reasons for your decision.
7. Do further research on one of the following industries: *coal and steel in Cape Breton, shipbuilding in the Maritimes, fishing in the Maritimes, dairying, tobacco, nickel, asbestos, pulp and paper*. Your report should include a drawing of one aspect of the industry, and a description of the development of the industry. When you have finished, make a class bulletin-board display, with the heading "Eastern Canadian Industries Around 1900."
8. Write a speech for a Maritime politician campaigning to separate from Canada in 1900; *or* write a letter from a Maritimer to the prime minister demanding better conditions from the central government.

British Columbia (274-275)

1. Describe at least five ways in which the lives of the native peoples of British Columbia had changed by 1900.

2. Why did the CPR wish to extend the railway to the village of Granville?
3. How did the extension of the CPR turn Granville, a small logging village, into the great city of Vancouver?
4. Based on the pictures on pages 15 and 275, describe how trees were cut down and transported to the mills at the turn of the century.
5. Consider the changes which took place in the native peoples' way of life during the late nineteenth century. Which of these changes were advantages and which disadvantages for the native peoples? How have some native groups responded to this "modernization" of their traditional way of life?
6. Read some of the writings of Chief Dan George. What does he say about the way native people have been treated by the government of Canada?
7. Find out some of the things B.C. timber was used for at the turn of the century. Where was it exported to?
8. Find out why William Van Horne chose the name "Vancouver" for Granville.
9. Make a mural showing how the port of Vancouver might have looked in the 1890s. Show what sort of ships used the port, what their cargoes were, and how they were unloaded.

Immigration to British Columbia (276-277)

1. What minerals were mined and smelted in British Columbia?
2. From what different countries did immigrants come to British Columbia?
3. Describe working conditions in British Columbia in the late nineteenth century.
4. Why did immigrants from Asia (China, Japan, India) have greater problems being accepted into Canadian society, than those from Britain, the US or Europe? Consider the meaning of the term "visible minorities." Why are visible minorities sometimes subjected to greater discrimination than other groups?
5. Find out more about the *Komagata Maru* incident, and prepare a class report. Do you support the way the Canadian government acted? Give reasons for your opinion.
6. Do some research on one of the following immigrant groups in British Columbia: Chinese, Japanese, Indian. Find out where they tended to settle, how they made their living, and the extent to which they were able to keep their language and culture.

Vancouver in the Late Nineteenth Century (278-279)

1. Vancouver was founded in 1886. What disaster struck in the first year?
2. Describe the "rich mixture of races and cultures in Vancouver."
3. If you had been in Vancouver in the 1890s, what modern conveniences could you have seen?
4. Make a mural of Vancouver in 1900. Remember to include in your mural some of the innovations that made Vancouver a modern city.

Canada's Role in International Affairs (280-281)

1. Explain how Britain still controlled Canada's foreign affairs, even though Canada had become a nation in 1867.
2. Loyalty meant different things to different Canadians in 1900. Explain how many English-speaking Canadians' idea of loyalty differed from many French-speaking Canadians' idea.
3. Name four events that helped show Canada how to stand on her own feet in international affairs.
4. What was the Alaska boundary dispute? How was it resolved?
5. What were the Imperial Conferences? What viewpoint did Laurier express at these conferences?
6. What was the International Joint Commission, and why was it of great importance to Canada?
7. Laurier developed a policy of "compromise" between English-speaking and French-speaking Canadians. What is meant by the term "compromise policy?" Why was Laurier's policy unsuccessful? What effect did this have on the 1911 election?
8. Why do you think Laurier felt it was important for Canada to have her own navy?
9. Today many issues remain on which French and English Canadians disagree. Think of one such issue. What are French Canadians' viewpoints on this issue? What are English Canadians' viewpoints? Can you think of a compromise solution?
10. Write two "letters to the editor" describing Laurier's policies, one from a French-speaking supporter and one from an English-speaking critic.

The Boer War (282-283)

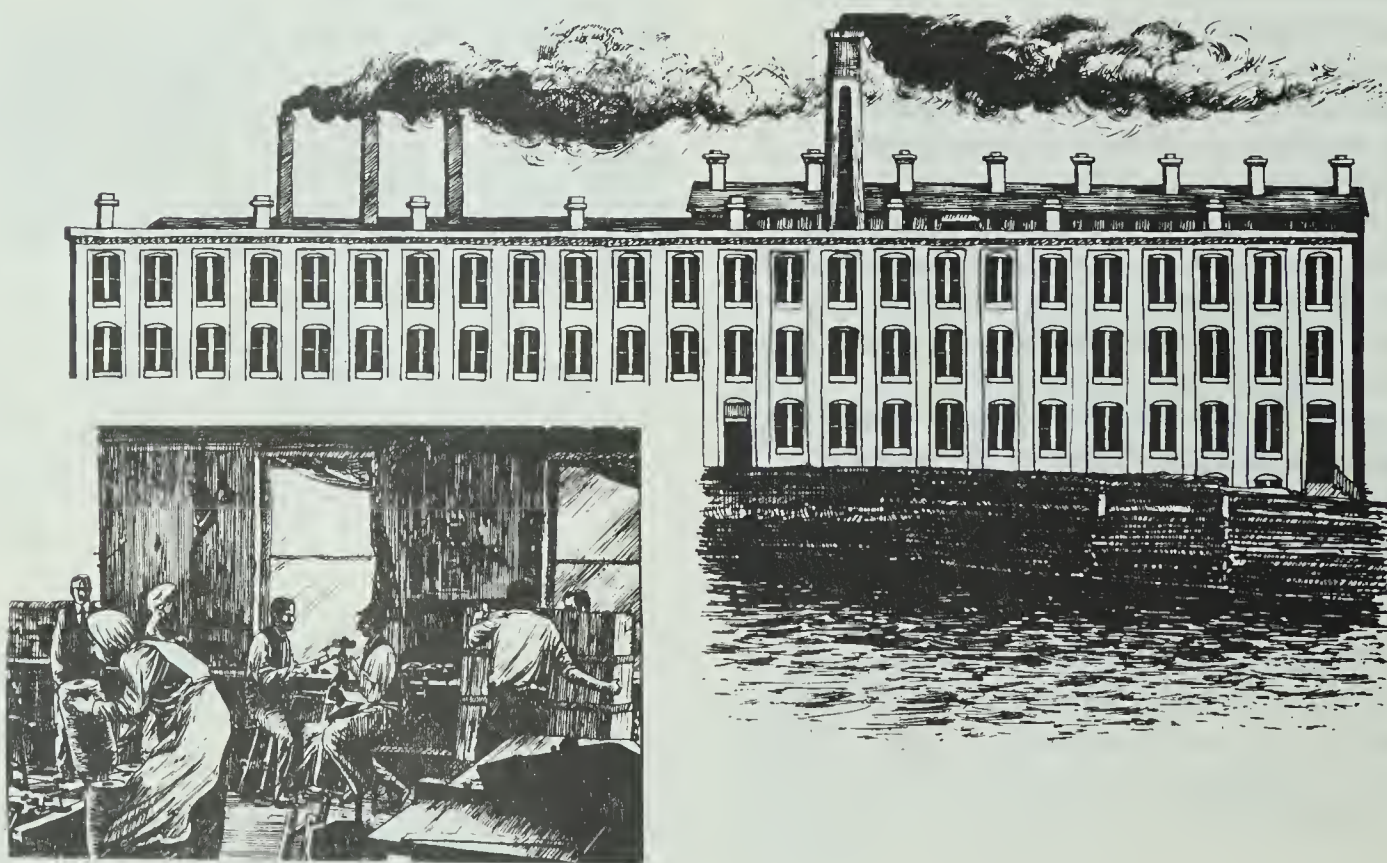
1. Who were the Boers, and where did they live?
2. Why did the British suddenly decide to tighten their control on the region?
3. Why did many French Canadians oppose participation in the Boer War?
4. How did Laurier attempt to find a compromise that would satisfy both groups? How successful was his policy?
5. Some Canadians felt Canada should automatically support Britain by sending troops to fight the Boer War. Other Canadians felt Canada should mind her own business and stay out of the war. How would you have felt about this issue if you had been a young Canadian in 1900?
6. Do you think Laurier's policy was a good one? Can you suggest a better one?
7. Find out more about Canadian participation in the Boer War. How many Canadian soldiers fought in South Africa? How many died? What sort of weapons were used? What equipment do modern armies have that the soldiers in the Boer War did not have?
8. Find out what sort of places the Transvaal and the Orange Free State were in 1900. Who lived there? Were they the native people of the region? What minerals and resources did the region have? What was the climate like? See if you can find out who Cecil Rhodes and Jan Smuts were.
9. Find out when and how the Boer War ended.
10. In groups of three or four, prepare folders on the Boer War. Each folder should include: a map of South Africa, showing important cities and key battles; a poster calling for volunteers to fight in the war; a pamphlet telling people why they should not support the war; a letter from a soldier fighting in South Africa, describing the war and the soldiers' living conditions; and a brief report on the causes and results of the war.

Calgary in 1912 (284-285)

1. Describe at least three reasons for the boom Calgary was experiencing in 1912.
2. What was the Calgary Stampede? What events took place there?
3. What important event happened near Calgary in 1914?
4. Find out more about the Calgary Stampede. Why is it one of Canada's most famous tourist attractions today?
5. Do further research on the oil boom of 1914. See if you can find out why it created only a "minor flurry of interest."
6. Make a bulletin-board display showing the development of the oil and gas industry in Alberta.
7. Calgary today is one of the fastest growing cities in North America. Research the growth of Calgary, from cow-town to oil capital.
8. Prepare a class mural on the history of Edmonton from fur trading fort to modern city. Research the events that should be included in your mural.

Canada Looks Ahead (286-287)

1. Give at least five reasons to show that Canada was becoming a modern nation by 1900.
2. What problems and tensions remained?
3. Why did many people agree with Laurier that "the twentieth century shall be the century of Canada?"
4. What is meant by the term "national identity?" What gives a nation a distinctive national identity? Do you think that by 1900 Canadians had developed a distinctive Canadian national identity? In what ways?
5. Hold a class debate or discussion, "Resolved that Canada in the twentieth century has fully lived up to Laurier's prediction."
6. Research the development of your own community since 1900.
7. The events that have been discussed in the chapter "The Turn of the Century" took place one hundred years ago, in the 1880s and 90s. Read the passage from the *Vancouver Province* on page 287, entitled "The Wonderful Century." Then write a similar article describing the events and changes that have taken place since the 1880s. Try to show how the inventions you mention have changed our way of life.
8. Write a speech for Wilfrid Laurier explaining why the twentieth century belongs to Canada.
9. Prepare a mural of either: *Canada, 1900 to the present*, or *Our Community, 1900 to the present*.



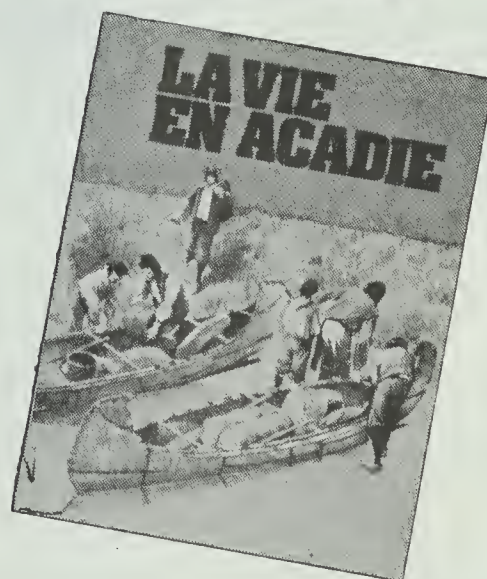
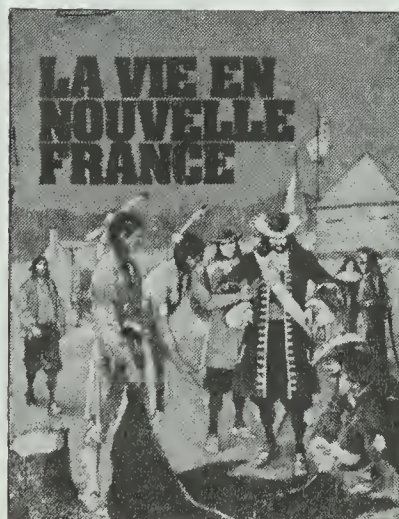
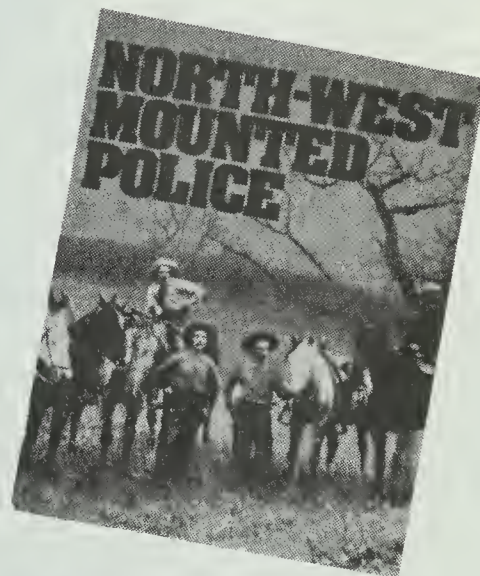
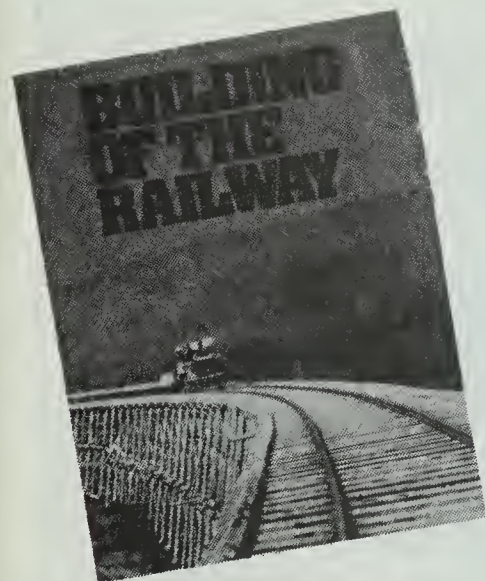
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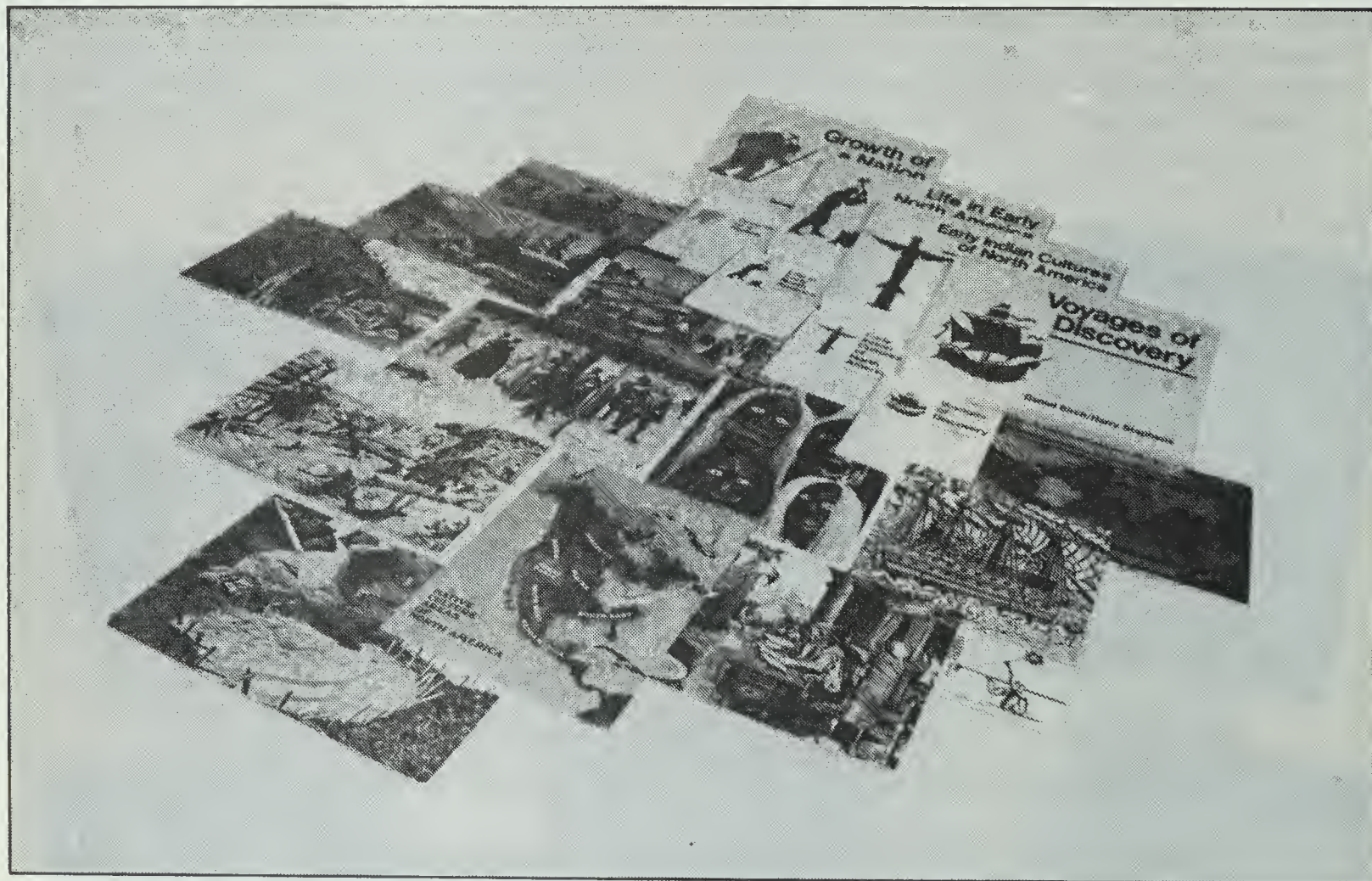
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